

Journal of Education.



VOL. 2.

ST. LOUIS, JANUARY, 1870.

NO. 5.

The Journal of Education.

PUBLISHED BY
J. B. MERWIN,
No. 708 and 710 Chestnut Street,
POLYTECHNIC INSTITUTE BUILDING.

TERMS:

Per annum (in advance).....\$1.50
Single copies..... 15

ADVERTISEMENTS and other matter must be in by the 20th of the month previous to publication to insure insertion.

TABLE OF CONTENTS:

	Page.
Examinations.....	81
The Diurnal Motion of the Pendulum.....	82
Breeding.....	83
Poor Economy.....	83
The Lyon School.....	84
Educational Intelligence.....	85
Normal Schools.....	87
A Success.....	88
Officers of the State Teachers' Association.....	88
Hon. T. A. Parker.....	89
To be Published.....	89
Educational Psychology.....	89
Book Notices.....	90
Magazine Notices.....	91
Pleasant Attentions.....	92
Woman's Education.....	92
Proposed Amendment to the School Law.....	93
Back Numbers.....	93
It Ought to be Done.....	93
Teachers' Bureau.....	94
Problems.....	94
Arrival and Departure of Trains.....	95

ADVERTISERS.

Adam, Blackmer & Lyon Records.
Allen, E. C., & Co..... To the Working Class.
Appleton, D., & Co..... Standard School and Col-
lege Text-Books.
Bailey, C. C., Agent..... Travelers' Life and Acci-
dent Ins. Co. of Hartford
Baker, O. M..... Educational Text Books
Baldwin, J., President..... N. Missouri Normal School
Barnard, Wm..... Stencil Brand Cutter.
Barnes, A. S., & Co..... National Series of Stand-
ard School Books.
Barnum & Brother..... Steel Composition Bells.
Brewer & Tileston..... School Books.
Colton Dental Associat'n..... Dentistry.
Eldredge & Brother..... The Model Speaker.
Ford, J. B., & Co..... The Christian Union.
Garney, Geo. O..... School Architect.
George, Rev. A. C..... Weekly Mail.
Green, Isaac & Friedman..... American Gate Company.
Grover & Baker..... Sewing Machines.
Hogan, Jno. V., Agt..... Homeopathic Mutual Life
Hot Springs Courier..... Ins. Co. of New York.
Mervin, J. B..... Arkansas Hot Springs.
Munson, J. E..... Office Desks, Seats, etc.
Phoenix, F. K..... Munson's Phonographic
Root & Cady..... Advocate.
Siegel & Bobb..... Bloomington Nursery.
Spencer, H. A..... Standard School Music
St. Louis Book and News..... Books.
Vornbrock & Fatman..... Gas Fixtures, Bronzes, &c.
Western Publishing and..... St. Louis Com. College.
Wilson, Hinkle & Co..... School Merchandise.
W. P. & S. F. Co..... Eclectic Educational Series
Tale Crayons.

EXAMINATIONS.

BY ANNA C. BRACKETT.

THE remark has been often made with reference to the two leading Universities of the East, that it was very easy to enter one of them but hard work to stay in after entering, while the other demanded better preparations, but once in, one was reasonably sure of a diploma. This distinction between the two, not without foundation in days gone by, is gradually passing away. But which of the two reputations, supposing them to be true, would bespeak the more confidence in the institution that had worn it?

There are two ways of examining candidates for any school or college—or rather the time required for examination may be long or short—which statement makes rather plainer what I want to say. The examination may consist of some one hundred questions and last three or four hours: or it may consist of some one thousand questions and tests of many different minds, and continue five or six weeks. Which is the more thorough and satisfactory examination? Which is the greater honor to pass? In which case is the standard the higher?

The Boston School Committee have lately given a singular proof of the comparative estimation in which they hold these two kinds of examination, in electing a principal for their English High School, the school to which they point with more pride perhaps than any other. Forced by public opinion, they advertised for applicants and those applicants, some six or seven in number, went through a searching oral examination before a sub-committee of some forty members. The candidates were presented by the Sub-committee to the full board for election in a certain order, based upon the unquestioned results of the examination, and yet the Board at its first ballot elected not the man who passed the best examination, nor yet the man who stood second best, but threw

away all the results of the examination, and conferred the honor upon the man who had been for twenty-one years a valued assistant in the school.

How many good teachers would pass as good an examination on technicalities as a girl graduated from a first-class grammar school?

These questions and remarks have been suggested by the statement so often made, that the standard for admission into Normal Schools is not so high as it should be, and with regard to this matter, a few words may not be here out of season.

In the first-place, I have never seen a set of questions for admission to any Normal School, which were prepared on any special set of text-books. They are not, and they should not be so prepared. Hence they may make so unexpected a demand upon the reflective powers, that the pupil may not do herself full justice as to mere knowledge. This, however, does not deserve so much consideration as the fact that many present themselves as candidates for Normal Schools who have been out of school for many years, and who unexpectedly have been called to support themselves. Often times such applicants pass a very low examination, being far exceeded in per centages by girls of rarely sixteen, fresh from the drill of a well conducted school. And yet, under the new and peculiar demands of the Normal School it is not more than two or three weeks before the former, through their maturity, stand among the first and most promising students, while the latter find themselves completely baffled by the work presented which they, with their most earnest efforts, are completely unable to master. I am giving the results of actual experience. In almost every case I have known, a strict demand for a high per centage would have excluded those of the first class.

Shall the entering examination be a fine sieve and finish the sifting, or shall it be a coarse one, to be succeeded by

finer and finer ones, till at last we have sufficiently fine material?

It is perfectly evident that all I have said with regard to the entering examination would be foolish if that were all the examination the pupil were to undergo. But in every Normal School worthy of the name, the pupil is on constant trial. Her examination begins every morning at nine and lasts five hours, and more than that, for there are other questions to be decided than whether the pupils can learn facts from a book or even whether they can acquire wisdom, and it is barely possible that some other remarkably good quality may more than compensate for a partial lack of exact book knowledge, as is it also possible that the lack of some qualities not capable of test by any written examination, may totally disqualify one for a teacher.

Some examination for entrance we must have. Our pupils must have the tools of knowledge. We must satisfy ourselves that they can write a legible hand and can read and spell decently, etc., etc. But after all, the main question is not what they have done, so much as what they have the capacity to do, and the first is by no means the exponent of the second. Who can be sure from any written examination what the pupil may not do under new circumstances and with new motives, and the increased impetus of a whole school, all working for one special end? And where there are so few ways by which an average woman can earn daily bread for herself and others shall we deny her the chance?

But no mistake is greater than to suppose because it may be easy to enter a Normal School, that it is easy to win its diploma. It is, after all, only a question of time. The whole course, but more especially the first part, is one continued examination, one continual acceptance and rejection of candidates. Whether they are rejected on the first day or on the twenty-first day of the term, does not alter the fact of their rejection, nor can the standard be said to be low because the examination consists of many tests beside that of questions in the studies pursued, and a very careful sounding of the knowledge of the candidates on those very subjects.

THE actions of a young person constitute the truest touch-stone of what he has learned.

The Diurnal Motion of the Pendulum.

BY PROF. C. M. WOODWARD.



R. EDITOR: The following simple geometrical explanation of the well-known phenomenon, named at the head of this article, may be interesting to your readers.

Since the only motion of the earth involved in this discussion is its revolution upon its axis, it may be assumed to have no other motion.

I. Suppose a pendulum is suspended over the north pole to a point in the prolongation of the earth's axis, and that the pendulum consists of a metallic ball supported by a flexible wire or thread. As the point of support has no motion in space, but merely turns in its place as the earth revolves, the only effect of such revolution on the pendulum will be to twist the thread from west to east once for each revolution. Hence if the pendulum vibrate it will continue to vibrate in absolutely the same plane, while the earth moves round under it. Obviously the *apparent motion* of the plane of vibration to an observer unconscious of his own motion would be *from east to west*, amounting to 360° for each revolution of the earth.

This may be shown experimentally. Suspend a plumb to a tripod placed on a centre table, and when the plumb is vibrating steadily, move the table about a vertical axis passing through its centre and the top of the tripod. If the experiment occupies but a minute or two, the pendulum will preserve its plane of motion.

2. Now, instead of suspending our pendulum over the north pole we place it a short distance from it, such, that the plane of its sensible horizon may still be considered perpendicular to the earth's axis. In this case, the point of suspension describes the circumference of a circle at each revolution of the earth, and consequently the pendulum vibrates in an infinite number of parallel planes, the thread being twisted as before. The *apparent motion* of the plane of vibration will exactly agree with the *apparent motion* of the sun at that point, viz: from south to west, from west to north, from north to east, and from east to south again. As in the first case, in

the course of a sidereal day*, which measures an exact revolution of the earth, it will appear to make a complete revolution.

This may be illustrated by placing the tripod, mentioned above, on one end of a wide board, and carrying that end horizontally round a fixed point in the other end, moving it uniformly and not starting the vibration till the horizontal motion is commenced.

3. Next, let us take *any* point between the pole and the equator, as St. Louis for example, whose latitude is $38^\circ 38' N$.

Since the plane of our horizon is tangent to the earth at this point, it is not parallel to the axis of the earth, but cuts it produced at a point which we will call X. The angle which the axis makes with our plane is of course equal to our latitude. (For St. Louis, X is about 2400 miles from the earth, and in the zenith of the north pole.) As the earth revolves our horizontal plane revolves with it, but there is one point in it which does not move, and that is the point X. Hence the straight line drawn from our stand-point X, (our north and south line,) must describe, in a revolution of the earth, the convex surface of a cone, whose vertex is at X and whose base is the circle of our parallel of latitude. Again, since our motion in space at any moment is in the plane of our horizon, and directly east, i. e. perpendicular to our north and south line, we are continually moving about X, and our motion about that point is the same as it would be were we moving in a *fixed* plane, passing through X with a velocity equal to our present velocity about the earth's axis, and at a constant distance from X equal to the slant-height of the cone, or simply our actual distance from X. Moreover, as our distance from X is *greater* than our distance from the point where the earth's axis pierces the plane of our parallel of latitude, which we will call P, our angular velocity about X is *less* than about P. In fact, the angular velocities about X and P must be *inversely proportional* to these distances or radii.

In algebraic language, if L represent the point whose motion we are considering, and v and v' its hourly angular velocity about P and X respectively, we have:

* A sidereal day is 3 m. 57.91 s less than the common or mean solar day.

$$LP : LX = \frac{1}{v} : \frac{1}{v'} = v' : v$$

$$\therefore v' = \frac{LP}{LX} v$$

But in our triangle LXP, right-angled at P, we have $\frac{LP}{LX} = \sin$ of the angle LXP by the first definition of Trigonometry.* Hence

$$v' = v \sin \text{latitude.}$$

But we make a complete revolution about P every sidereal day, hence

$$v = \frac{1}{24} 360^\circ = 15^\circ$$

$$v' = 15^\circ \sin \text{latitude.}$$

This is a general formula, true for all latitudes. For St. Louis we have

$$v' = 15^\circ \sin 38^\circ 38'$$

$$= 15^\circ \times .62433$$

$$= 9^\circ 21' 53.82''$$

and a complete revolution around X is made in $1^d 14^h 26^m 27^s$ sidereal time.

The reader will perhaps get a clearer idea of this motion about X, if he suppose the convex surface of the cone to be developed or unrolled upon a horizontal plane. The circumference of the base will evidently develop into an arc of a circle having for its radius the slant-height of the cone, and X for the centre, and the amount of *daily* motion about X is expressed by the ratio which this developed arc, or base of the resulting sector, bears to the entire circumference.

Having explained the nature and amount of our motion around X, let us return to our pendulum. Since our motion at any moment is in a horizontal plane and about X, a point of the plane, as a centre, and since the plane of a pendulum's vibration is perpendicular to that plane, this case is precisely similar to the second case I considered, the only difference being in the amount of motion of the point of suspension and the corresponding apparent motion of the plane of vibration. Hence in this case, the amount of apparent motion of that plane equals the actual motion of the point of suspension about X, or the hourly apparent change in the plane of vibration for any point, is:

hourly motion = $15^\circ \sin \text{latitude.}$
and for St. Louis:

$$\text{hourly motion} = 9^\circ 21' 53.82''$$

This apparent motion becomes less and less as we go from the pole, where it is a maximum, since the distance from X increases more rapidly than the distance from P.

4. On the equator all motion about

* I have avoided the formulae of Trigonometry as much as possible, to accommodate those who have forgotten, and those who never learned them.

X ceases, since the plane of the horizon does not cut the earth's axis, or X is at an infinite distance. Hence there is no apparent motion of the pendulum's plane of vibration on the equator. This is at once seen from the formula, for we have

$$v' = 15^\circ \sin 0^\circ = 0$$

WASHINGTON UNIVERSITY, ST. LOUIS, Dec. 20th, 1869.

BREEDING.

BY NIB.



EDITOR *Journal of Education*:

As you and your contributors are so earnestly and effectively at work to educate our people, I desire to call attention to a matter which, it seems to me, is of practical importance—this matter of *Breeding*. I am not to speak of breeding stock, or to enter into the discussion of short-horns and scrubs, Chester whites and racers, but to let out a thought that has been worrying me for some time about breeding teachers, and men and women generally, and children.

When I was down in the woods of the Missouri uplands, last summer, I heard a lecturer on education define this last word and the process it stands for, as being the *bringing out* or the *putting forth* of something that is *in* a man. Now, by breeding I mean the bringing in or the putting into a man something that is not in him. I would not confound this thing with learning, much less with erudition. It is more nearly synonymous with instruction; i. e. building in to the very structure of a man. To be born is one thing, to be taught is another, to be bred is quite another. A child cannot be born into a correct use of the English language. Blood is not as distinct a feature or element of power in the mind of the human creature, as it is in the physical development of the animal creature. Neither can you *teach* a child so that he will use the English language correctly. By teaching him you can make him *know how*, but he is quite likely in nine cases out of ten to violate his knowledge in his practice. I have been astonished to see with what spontaneous ease some teachers and many scholars who are experts in parsing and analysis, murder grammatical rules in their common talk, and sometimes in their writing. There are not a few teachers who know as

familiarly as they know the alphabet, how to distinguish between the past tenses and the present tense, or to separate a perfect and a pluperfect, who yet mix these things up most distressingly in their understudied conversation. Frequently I hear them say, "I would *have* liked to *have* done it." They violate a principle of common metaphysics as well as grammar when they say "I intended to have done it." How can they put the cause after the effect, the purpose after the thing purposed? And do you wonder that the grammatical corner of my soul exhibits unusual activity when I hear a teacher—a first-rate teacher too—say to her scholars, "you had'nt ought to do so, had you?" I sometimes hear a preacher whose mind is above mediocrity, whose education is somewhat extensive, and whose breadth of reading is quite remarkable, who invariably commits the execrable mistake in his public address, of saying, "*I seen it*," "I done it."

My firm conviction is, that these excrescences of speech grow out of breeding, or rather, are allowed to form from a want of breeding.

The *habit* of using our President's English correctly, must be *involved*, *folded*, or *built into*, the structure of ourselves; otherwise our knowledge of grammar will never help us. And this breeding is not the sole possession of family training. Any one may take the matter in his own hands and *breed himself*. Constant care and watching of the correctness of our ordinary speaking, will beget the faculty of spontaneous correctness—and *this is breeding*.

SOUTHEAST MISSOURI, Dec. 25, 1869.

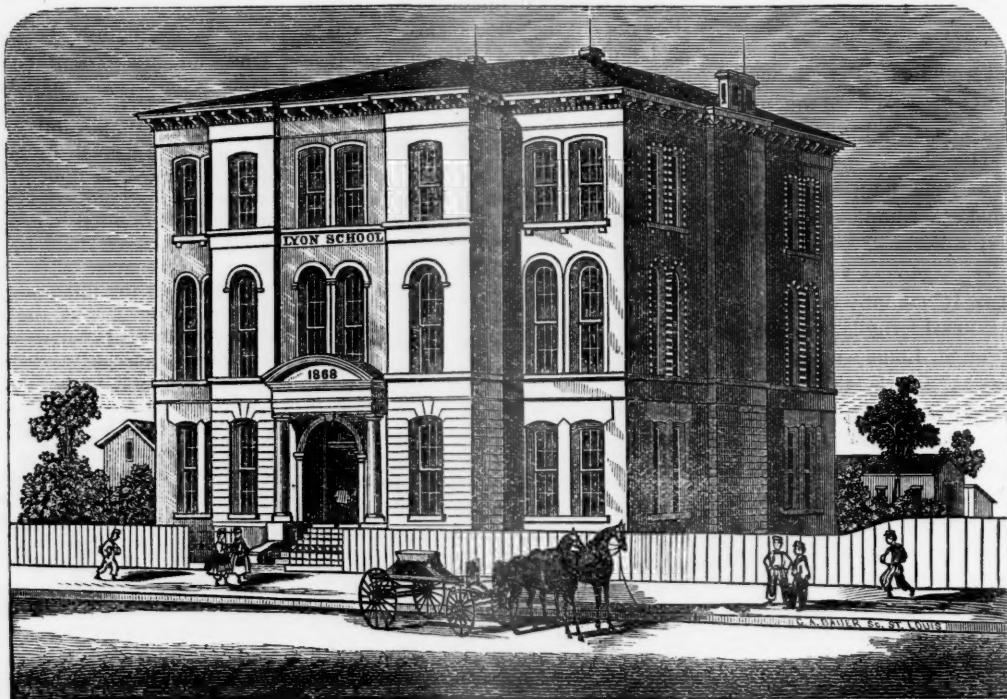
POOR ECONOMY.



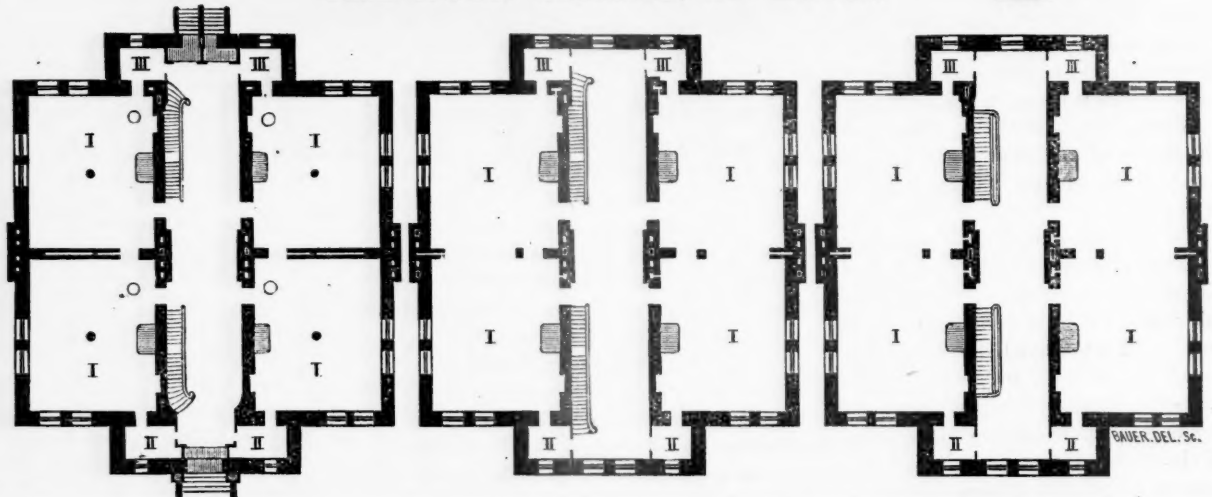
HERE is a class of people in almost every school district who will prate and croak about economy in the school; and to please such persons the directors are obliged to hire the poorest teachers, and pay them a starving pittance. Sometimes it happens that one of these old croakers becomes a director, and then look out for poor schools. We know of a case where such an individual, to save a small amount, hired a man who was in the habit of drinking excessively, in preference to a competent lady. The result was that the man was drunk one half of his time, and unfit from his drinking to attend to his duties the other half; his pupils meanwhile learning nothing that was good, but very much that was evil. Every one will see that this was poor economy. If you have to pay a teacher it is better to pay a good price, and secure a competent man or woman to teach the children. It will pay.

N. J. SHEPHERD.

LEBANON, Ills., Dec. 2d.



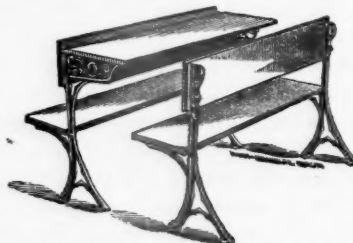
THE LYON SCHOOL, ST. LOUIS.



THE LYON SCHOOL.

We present this month one of the model school buildings of the West. Our City Superintendent, Wm. T. Harris, informs us that it combines in its construction and arrangement about all that experience has proved to be desirable in a school building. It was erected in 1868 on a lot 150 feet by 124, and cost, including the furniture, about \$42,000. The building is about 70 feet front and 66 feet deep, with projection front and rear, making a depth of about 84 feet. It is 49 feet high from top of foundation to top of cornice. Basement story is 8 feet high, 1st story 14 feet high, 2d and 3d story 15 feet high, with sliding doors, so that the rooms may be thrown into one, and thus be made to answer the purpose of an assembly hall. Total number of sittings, 700.

Attention is called to the ground plans of the building. It will be noticed that the stairs are so constructed as to preserve almost entire the wide and commodious hall running through from end to end on each floor.



This house is furnished with the Combination Desk and Back Seat, similar to the above cut, of which there are five sizes. Seats from

11 to 16 inches in height to accommodate all grades of pupils. Size No. 1 being highest, then 2, 3, 4, and 5, graded in regular order. The Back Seat is placed behind the last seat in the row at the rear of the room. The stanchions, or end pieces are iron, and braced, graceful in design, admitting the use of backs which run down to the seat, or of such as is shown on the back seat. Standard length 3 feet 6 inches. Floor space, 42 by 30 inches.

We call attention to the *fact*, in this connection, that the average cost of seating a school house with *improved* school furniture made of substantial iron castings and beautifully finished seasoned lumber, is but a trifle over the old fashioned, clumsy, uncomfortable wooden benches. This *improved* school furniture will last for years, while that made of soft wood will soon have to be replaced, so that in the end it costs nearly double, and is still almost worthless.

Educational Intelligence.

ARKANSAS.



CORRESPONDENT writes as follows:

EDITOR JOURNAL OF EDUCATION: At the Teachers' Association of Sebastian county, held at Fort Smith, Ark., a short time since, I requested our Circuit Superintendent, Honorable E. E. Henderson, to subscribe for an EDUCATIONAL JOURNAL for me. I have since received three numbers of the JOURNAL OF EDUCATION with which I am much pleased. I find it all that it "should be," and only regret that it does not come weekly instead of monthly. As one of your subscribers and readers I send you greeting from Arkansas; though our State for past years has been "far famed" only for its roughness and want of intelligence and polish, I am happy to say we are in a progressive state, rapidly, *we think*, rising in the scale of general improvement, and in appreciation of all works of literature and science.

Our Association at Sebastian was a success—entertaining lectures, instructive drills, interesting examinations, interspersed with instrumental and vocal music. Our teachers all seem "alive" in the good work, and we anticipate a good time when we again convene. Is this not truly encouraging for Arkansas? A new interest in Educational matters is not only manifested in Sebastian and a few other adjoining counties, but throughout our State and country. Who that has visited our Western States has not felt that Nature had left her exquisite pencillings a master-piece? Our mountains, valleys, forests and prairies are magnificent! Yes, Nature's works are complete, and we would not detract from, but add to and enhance their glory. We must encourage art and ingenuity, we must encourage and commend the noble spirit which seems to actuate our people in regard to school and educational matters. To contrive, invent and put into successful operation new agencies, the mind must be enlarged and cultivated; then, if we would boast of our manufacturing establishments, our houses of worship, our colleges and various institutions of learning, we must educate "the mass"—we must encour-

age the public schools; no other system enables us to give the same advantages to all in the acquirement of a knowledge of the science of letters; and we must not only advocate the system, but put our best energies into the work, if we would have God smile upon our efforts and bless us in the undertaking,

MATTIE A. COLLINS.

GRAND PRAIRIE, Franklin Co., Ark., Dec., 1869

ILLINOIS.

The Sixteenth Annual Session of the Illinois State Teachers' Association convened at Ottawa, December 28th, 1869. Judge Caton, on the part of the citizens, tendered an address of welcome to the Association, to which an appropriate reply was given by the President, Geo. Howland, of the Chicago High School. Able addresses were delivered by Hon. Newton Bateman, State Superintendent of Public Instruction; Rev. T. M. Post, of St. Louis; Dr. Gulliver, President of Knox College; Dr. Edwards, of the Normal University, and a number of others. A committee of five was appointed to present the suggestions of Dr. Bateman's address to the Constitutional Convention and to urge their claims before that convention. The following were named by the President as such committee: Richard Edwards, of Normal; S. M. Etter, of Bloomington; J. F. Eberhard, of Chicago; E. A. Gastman, of Decatur; J. E. Dow, of Peoria.

The session was largely attended and harmonious in its action. The following officers were elected for the ensuing year:

President, Thos. H. Clark, of Ottawa; Vice Presidents, at large, D. S. Wentworth, of Englewood; 1st Congressional District, J. L. Pickard, Chicago; 2d, J. L. Allen, Waukegan; 3d, A. J. Blanchard, Rochelle; 4th, H. J. Arnold, Warsaw; 5th, Alfred Clark, Peoria; 6th, O. M. Tucker, Tonica; 7th, T. R. Leal, Urbana; 8th, J. A. Sewall, Normal; 9th, M. Andrews, Macomb; 10th, J. Wilkinson, Jacksonville; 11th, — Forbes, Benton; 12th, H. H. L. Smith, Alton; 13th, B. G. Roots, Tamaroa. Executive Committee, W. B. Powell, of Peru; Z. S. Baker, Chicago; J. H. Blodgett, Rockford. Secretary, E. W. Coy, of Peoria. Treasurer, B. P. Marsh, of Bloomington.

The commissioners of the school

fund, consisting of the Governor, Secretary of State and Auditor, have apportioned to the several counties of the State \$900,000 of the two mill school tax, for the use of the public schools in said counties, for the year 1869. This apportionment being based upon the census of 1865, does not do justice to many counties that have increased in population since that time. The commissioners have also apportioned the interest on the school, college and seminary fund, for 1869, as follows: To the several counties in the State, \$54,564.93; to the Normal University, \$12,445.99; to the Asylum for the Deaf and Dumb, \$2,913.51. Total, \$69,924.43.

INDIANA.

STATE NORMAL SCHOOL DEDICATION.—The formal opening or dedication of the State Normal School building located at Terre Haute, occurred January 5th. The edifice is a magnificent one, and is admirably adapted to the purposes for which it was designed. Governor Baker and a number of the State officers attended the opening, and numerous prominent educational men from various localities were present. The principal address was delivered by Hon. Bayard W. Thompson. Appropriate remarks were made by Governor Baker, Honorable B. C. Hobbs, Superintendent of Public Instruction; President Tuttle, of Wabash College; Dr. Holmes, of Merom College; Prof. Wiley, of Ashbury University; Hon. John Tyle, Jr., of Evansville; Mayor Coakerly, of this city, and others. The institution opens with every prospect of success under the presidency of W. A. Jones, of Aurora, Illinois.

NEBRASKA.

THE SCHOOL FUND.—The School Fund received by the State Treasurer for six months, ending November 15th, 1869, amounts to \$43,373.18, and is now subject to apportionment. From the Omaha *Republican* we learn the moneys are derived:

From fines.....	\$	72	20
" Interest on school fund investment, and premium on gold coupons.....		2,128	30
" Interest on school lands sold		20,120	12
" Rent of school land.....		713	00
" Two mill tax.....		20,303	26
Amount.....		\$43,336	88

Teachers' institutes are being held in many counties in the State, and are largely attended.

OHIO.

Some one gives the following statement in regard to the studies pursued by the children in the public schools in Ohio:

Spelling is the most popular study, having the attention of the greatest number of pupils, 577,484. Reading, writing, written arithmetic and mental arithmetic come next in order, the two last having about 263,000 pupils each. The equality of these two studies in the public schools is noteworthy, considering the comparatively recent introduction of "mental" arithmetic as a distinct study. As these two variations of arithmetic are taken successively, the amount of time that is expended in that branch is painful to contemplate, in view of the brief attention bestowed on the other natural sciences. Physical geography has but 2,042 students, chemistry 831, geology 371 and botany 883. Now the "observational" sciences, as they are sometimes called, are in their rudiments most aptly fitted to excite interest in, and to be comprehended by, the minds of children of the common school age, and yet they are excluded for the eternal round of blind "cyphering" and vain groping after abstruse principles, which a few years later could be much more economically grasped. These criticisms not only apply to Ohio, but to our own State system (for such we call it) of education. The number of composition writers, to return to the Ohio figures, was 68,643, against 24,620 declaimers; 55,056 took vocal music, and 23,908 map-drawing. Rhetoric and logic have hardly escaped from their old opprobrium, and have but 833 and 323 students. In languages there are 2,067 Latin, 173 Greek and 15,748 German pupils.

PENNSYLVANIA.

There are in the State 1,971 school districts, 13,936 schools, 2,445 graded schools, 12,900 school directors, 76 superintendents, 17,142 teachers, and 815,753 pupils. The average cost of tuition is ninety-seven cents per month. The whole cost of tuition for the year is \$2,500,704 26. Total cost, including expenditures of all kinds during the year, \$6,986,148 92. Estimated value of school property, \$24,045,632.

The aggregate of the educational condition of the children of the Commonwealth may be thus stated:

Attending the public schools.....	\$15,753
Attending private schools.....	85,000
Not attending schools of any kind...	75,000

Whole number of children 975,753

* THE following is a literal copy of a notice served by a worthy farmer of Illinois upon his neighbor, whose fowls had eaten his pig's victuals: "SIR, I have sent to you as coashon agencies leting your fowls coming Eting and destrowing my pegs vettles and if so be you let them Com on my Premises hafter this noddos I will kil them. — RD GOED."

MISSOURI.

The Message.

THE GOVERNOR'S MESSAGE makes known to the public that our State, through neglect to comply with the second condition prescribed by the Act of Congress of July 1862, has failed to secure its portion of the grant of land for the encouragement of agriculture and the mechanic arts, made by that act. The condition was that the State should within five years provide a college in which, without excluding other studies, and including especially military tactics, such branches of learning should be taught as relate to agriculture and the mechanic arts. The time for providing this college expired in March, 1868. Gov. McClurg recommends to the Legislature to take prompt action towards complying at once with the conditions, and endeavor to procure from Congress such legislation as will secure this land to the State.

We see that the statement of the Governor has been contradicted, and that other gentlemen are of the opinion that two years yet remain to comply with the conditions of the grant. The importance of the matter is so great that we trust there may be no misapprehension on the subject whenever it shall come up for action.

MILITARY INSTITUTE.

The Board of Visitors of the "Missouri Military and Collegiate Institute," situate at Lexington, recommend that the State do not release her claims thereon, but that the school be temporarily suspended. The Board have not made arrangements to continue it during the present college year, commencing September, 1869.

Should "normal schools" be established, the Governor suggests the propriety of considering whether or not this property might not be desirable.

Public School funds are reported in good condition.

The permanent public school fund consists of:

Bonds held by State Treasurer (6 per cent. U. S. gold).....	\$1,567,850 00
Bonds held by State Auditor (Missouri 6 per cent).....	20,000 00
Money in the Treasury, to be invested.....	29,512,67
	\$1,617,362 67

Bonds held by Auditor (6 per cent.

U. S. gold), \$100,000, constitute a permanent "Seminary Fund."

The Governor congratulates the State on the efficiency of her public school system, and the healthful sentiment existing upon the subject of education. There is complaint of indiscreet taxation in some counties, and this, with other defects in the school law, the Legislature should remedy.

ANDREW COUNTY.—We find in the *Savannah New Era* a report of a meeting of the Platte Township Teachers' Association, at Gillam's school house, November 27th, which was a pleasant reunion of the teachers of the township. A good idea, which we hope our friends may carry out successfully. They adjourned till the 4th Saturday of December, of which meeting we have no report, but hope they had a jolly Christmas dinner together, and may have many more.

AUDRAIN COUNTY.—*The Messenger*, in speaking of the Public Schools of Mexico, says:

Our Board of Education are entitled to all commendation for the manner in which they have inaugurated the Common Schools, and particularly for the judicious selection of teachers, and the support and encouragement they receive from the Board.

COOPER COUNTY.—We have excellent reports from the Boonville schools, and the steady progress they are making reflects great credit on this enterprising city. Under the guidance of Professor E. A. Angell, there can be no standing still. *Advance*, is the watch-word. Hundreds of children, who in former years were playing and idling in the streets, have become studious, earnest pupils. Major Smiley, the efficient County Superintendent, informs us that the people now seek for competent teachers who can give sound instruction upon useful topics. The idea that these children should become American citizens has settled into a fixed conviction. Education has now in an important sense become common property. In the public schools, the child learns to love virtue and shun crime. We are glad to be able to speak thus encouragingly of the educational movement, not only in Boonville, but all through the county. We know that the Board of Education there have been largely instrumental in inaugurating the present system of schools, and they have made a record that will read well in coming time. An intelligent public will take pride in extending and sustaining this

new interest in educational matters in Central Missouri.

CASS COUNTY.—We learn from the *Pleasant Hill Union* that there is a good deal of complaint at that place among the citizens, who in addition to a heavy school tax, are compelled to pay tuition for their children. The *Union* says:

"A number of children are obliged to leave school on this account, the very class of children, too, for whom the public school is intended; and who ought by all means to be in school. We hope some steps may be taken to avoid this deplorable necessity."

DAVIESS COUNTY.—The *North Missourian* says:

The last session of the Daviess County Teachers' Institute was a decided success. More than two-thirds of our teachers now holding certificates were present, and a lively, interesting and profitable time was had.

FRANKLIN COUNTY.—A number of the leading citizens of Union, assisted by L. Frank Parker, the efficient Principal of the Union Public School have determined to secure a library for the use of the pupils and the people generally. It is a grand move, and we are glad that other towns and cities are making efforts to secure the benefit of such an institution. Dr. Read, President of the State University, ought to be invited to give his most admirable address on this subject, in all the leading towns and cities of the State.

GRUNDY COUNTY.—We are glad to learn that the meeting at Trenton was a success. The teachers in that vicinity seem determined to avail themselves of every possible advantage to become more efficient in their profession. From a private letter we learn that Hon. T. A. Parker was present and rendered valuable assistance. The meeting was organized by appointing Prof. John E. Vertrees President, and B. F. Thomas, Secretary. Monday night Prof. Parker lectured on "The American Teacher," which was very pleasant to listen to and very well received. Tuesday was spent in discussions and class drills, and at night a lecture was delivered by Rev. Higgins. Subject: Symmetrical Education; a well written and forcibly delivered lecture. After which Mrs. R. A. Debolt, of Trenton, entertained the audience very agreeably by exercises in elocution, showing great ability as well as extensive culture in the art.

THE JOINT TEACHERS' INSTITUTE of Hickory, St. Clair, Cedar and Polk

counties was held as near the focus of those four counties as it could conveniently get. Jas. A. Race, Esq., of Polk, was chosen President, and a permanent organization effected, to meet once a year. We have a full report in the *South West Tribune* of Stockton. A good thing was done by the Superintendents of the several counties issuing joint certificates licensing teachers to teach in any of them for one year. Next meeting to be at Humansville, November 22d, 1870.

JOHNSON COUNTY.—A correspondent of the "*Standard*" pays the following compliment to the public school at Holden:

I visited our public school this week, and must say that I was much gratified with the appearance of things there. Mr. Bruce, the gentlemanly principal, takes pride in showing visitors through his school. The rooms, five in number, four of which are very large, are all well filled with scholars, and discipline appears to be the order of the day. The house is a substantial brick, two stories high, well furnished; the furniture is of the modern style, and fully equal in quality to that of the Pleasant Hill public school.

LINN COUNTY.—Mr. E. D. Seward, the County Superintendent of Linn county, writes as follows to the *Missourian* and *Gazette* in regard to the schools of that county:

The condition of our schools is improving. Many teachers and school officers are aiming higher. Some schools are well supplied with books of only one series; others, though short in numbers, abound in variety. Most have a blackboard, several have outline maps, and a few a good set of school apparatus. Financial troubles are too common. Some districts are in debt, and the director knows not why, or how much! These questions ought to be readily answered by referring to the books of clerks, collectors and treasurers, but alas! this kind of knowledge is hard to gain.

MORGAN COUNTY.—Institute met at Versailles on Saturday, the 20th ult., but we have had no report of proceedings. The programme as arranged was an exceedingly practical one.

MONROE COUNTY.—The Monroe County Teachers' Association have been holding a four days' session at Paris. Prof. Ellis, of Palmyra; Prof. Pickler, of Kirksville; Prof. Johnson, of Monroe county, and Prof. Bashaw, of the Paris Female Seminary, took part in the proceedings. The closing exercise was an animated discussion between Professors Ellis and Bashaw, upon controverted points of grammar.

PETTIS COUNTY.—From an exceedingly interesting report of A. J. Sampson, County Superintendent of Schools for Pettis county, we gather that he

has examined 125 teachers and visited 25 schools. He says:

The reports of the several township clerks show that there are, in the county, not including Sedalia, 66 school houses, valued at \$44,965 15; and that there are between the ages of 5 and 21, 5,327 pupils; including Sedalia, 6,482. The average salary for teachers has been from \$45 to \$48 per month, excluding Sedalia and Georgetown.

He says further:

Under the existing defective law, my work cannot be other than unsatisfactory to the friends of education, and I am sure it is most unsatisfactory to myself.

G. W. Ready, Esq., Superintendent of the Sedalia schools, reports the total enrolment of pupils as 768, with an average daily attendance of 563. The total expense of maintaining the schools has been \$11,035, while the amount raised by taxation is over \$25,000. A flourishing financial condition this indicates, but we notice some grumbling at what seems to be excessive taxation.

POLK COUNTY.—Mr. James A. Race writes us that the schools in Polk county are progressing favorably. They have about 150 pupils in attendance at the county seat, and intend to give the youth of that vicinity all the advantages that a first-class school will secure.

NORMAL SCHOOLS.

Prof. E. L. Ripley, of the Committee on Normal Schools, made a verbal report to the State teachers' Association, discussing at some length the importance of Normal Schools as a part of our educational system, and offered a resolution as follows:

Resolved, That a committee of three members of this Association be appointed to memorialize the legislature about to convene, upon the necessity of passing the bill (now before that body) providing for the establishment of Normal Schools.

President Woodward, in compliance with the above, appointed Hon. T. A. Parker, Prof. E. L. Ripley, and Miss Anna C. Brackett.

This is a very able and competent committee, and we trust their "memorial" will receive such consideration at the hands of our law makers as the importance of the subject demands.

WITH the preservation of an upright character, if the opportunities for acquiring knowledge and cultivating the mind, which lie in every one's way, be properly improved, respectability, influence, and perhaps wealth, may be the reward.

The Journal of Education.

J. B. MERWIN.....Editor.

ST. LOUIS, MO. : : : JANUARY, 1870.

A SUCCESS.

THE annual meeting of the State Teachers' Association of Missouri was held at Kansas City, Dec. 29th, 30th, and 31st. We inquired of one of the leading officers of the Association what he thought of the meeting—and he said it was “a success.” So we write it down a success, as he requested us to do. We are not disposed to question the correctness of his statement, that the meeting was a success. There was an “order of exercises” printed in the newspapers and circulated at the meeting. With scarcely a single exception those persons announced to deliver the twelve “essays” were on hand and discharged their duty with promptness. The essays were well written, well delivered, and received with approbation. There was more than usual point and pith and thought in them. They were full of practical suggestions. In this respect, then, the meeting was a “success.”

There were two “addresses” down in the order of exercises, and they were also delivered; both were instructive, entertaining and able, and so the addresses were a “success.”

Then there were “Dramatic and Humorous Readings,” which were very dramatic and very humorous, so this part was a “success.”

The twelve “discussions” and three “devotional exercises” all came in just right too, so that it was a “success” in that respect.

The “Miscellaneous Business” was all disposed of unanimously, and that was a “success.” At the proper time, a Committee on Resolutions was appointed by “the chair,” and the resolutions were disposed of “without debate,” with the same happy “success” which characterized the action of the Association on other matters.

Another committee was appointed by “the chair” to nominate officers for the ensuing year, and the list of names presented were each and all unanimously elected, and so another “success” was achieved, for we do not see who could

have selected a list of officers more popular, efficient or acceptable.

The “Grand Re-union,” we presume, was also like the rest of the order of exercises, a “success;” we were obliged to leave before this took place and so missed it.

The Treasurer reports \$163.93 on hand, so that financially the meeting was a “success.”

Efforts were made by a number of the teachers present, to have some action taken on matters of immediate pressing importance, and to have a committee appointed to lay this action before the legislature—but the “success” aimed at did not seem to lie in that direction, and hence but little of practical value was accomplished.

The School law is very defective and contradictory in its provisions. The sentiments and wishes of the teachers and school officers in regard to these defects and the amendments necessary to remedy them should have been put into such tangible shape as to secure not only the attention but the action of the Legislature.

Who more competent to say what further legislation is needed than the State Superintendent, Dr. Read, and Ripley of Columbia, Calkins of St. Joseph, Woodward and Abbott of St. Louis, Smiley and Angell of Boonville, McKee of Chillicothe, Osborne and Marquis of Macon, Greenwood of Kirksville, Harris of Hannibal, Ayers of Palmyra, Sampson and Ready of Sedalia, Smith and Slaughter of Lexington, Johnson of Perryville, and a number of others equally intelligent, who were present from other parts of the State, and what place and time more appropriate to inaugurate these necessary measures than at the annual meeting of the State Association, especially as the Legislature about to convene is not only willing but anxious to so amend the law as to make it just right.

Let us have done, then, with this boy's play, which it must be evident reflects no credit on the Association. If we mean business, let us not only demonstrate the fact, but our ability to do it also. Suppose the stockholders of our railroads in Missouri, who desire changes, modifications or the enactment of new laws bearing upon the railroad interests of the State had called a convention and passed resolutions, saying

that the presidents, superintendents and conductors were clever fellows, and gone home. Would business men with important interests at stake stop, or be satisfied with merely passing resolutions? This matter of the education of the people is second in importance to no other interest in the State; and we trust the success aimed at and attained by the Association under its new management will be such as to secure the largest possible practical results in the future.

The next annual meeting of the Association will be held at Jefferson City, Dec. 28th, 29th and 30th, 1870.

Officers of the State Teachers' Association.

President, C. M. Woodward, St. Louis.

1st District.—Vice President, M. W. Miller, St. Louis.

2d District.—Vice President, A. W. Murphy, St. Louis.

3d District.—Vice President, J. L. M. Johnson, Perryville.

4th District.—Vice President, N. J. Sieber, Carthage.

5th District.—Vice President, G. W. Ready, Sedalia.

6th District.—Vice President, W. G. Pratt, Kansas City.

7th District.—Vice President, R. R. Calkins, St. Joseph.

8th District.—Vice President, D. H. Harris, Hannibal.

9th District.—Vice President, J. C. Ellis, Danville.

Corresponding Secretary, E. Clark, Jefferson City.

Recording Secretary, M. Babcock, Warrensburg.

Treasurer, A. G. Abbott, St. Louis.

Among the more important resolutions passed were the following:

Resolved, That the funds of this Association be applied, under the supervision of the President and Treasurer, to publishing in pamphlet form, the proceedings of this meeting, embracing, as far as practicable, the lectures and essays in full; and that these pamphlets be distributed to the members of the Association.

Resolved, That this Association tender a vote of thanks to the press of this city, to the railroads returning members free, to the trustees of the Grand Avenue Baptist Church, to those citizens who have so kindly opened their houses, and to the hotels for accommodations at reduced rates.

General Shedd offered the following:

Resolved, That this Association earnestly recommend that School Directors and Boards of Education require the more advanced pupils in the Public Schools, under their supervision, to commit to memory the Constitution of the United States as a part of the regular course of study.

HON. T. A. PARKER.

The essays read and the addresses delivered at the Missouri State Teachers' Association would, we think, compare favorably in point of style and ability with those of other deliberative bodies, which gather from time to time, and which assume to speak for more important interests than our "Common Schools;" but for vigor of thought and expression, for breadth and comprehensiveness, for eloquence of diction, for a complete and triumphant vindication of our Free School system and the main elements of our school law,—the address of Hon. T. A. Parker, our State Superintendent, was superior to anything to which we have listened for years on this subject. Every branch of our educational system, and every essential feature of our school law, will stand immeasurably stronger when our people shall have read this splendid production. We are glad to know that it is to form a part of his "Annual Report." It not only ought to go on the record, but it is worthy a place in the archives of the State.

If the suggestions of this admirable address, together with those of Dr. Read's on School Libraries, could have been discussed and put into practical shape for the members of our legislature—who are not only willing but anxious, to make the school law so plain and effective that its fullest benefits shall be secured to all—the meeting would have achieved a "success," as important as the interests involved are permanent. We trust our teachers will come up to the next annual meeting with more clearly defined notions of the objects to be accomplished.

TO BE PUBLISHED.

On motion of Mr. Ayers, of Palmyra, a committee was appointed by the State Teachers' Association to publish "in pamphlet form the proceedings of this meeting, embracing as far as practicable the lectures and essays in full, and that these pamphlets be distributed to the members of the Association."

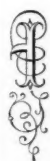
This committee consists of Edwin Clark, of Jefferson City, as Chairman; C. M. Woodward, of St. Louis; A. G. Abbott, of St. Louis; O. H. Fethers and J. B. Merwin.

We hope the essays delivered will be sent in without delay, as there are funds sufficient in the hands of the Treasurer to publish them. That of R. R. Calkins has already been received.

EDUCATIONAL PSYCHOLOGY.

BY HERMES.

Memory.



WISH I had a good memory!"

This is spoken by persons of our acquaintance when under the influence of great admiration for some one who has just exhibited a rich store of thoughts, relating probably to a variety of subjects. The ignorant and uncultured are prone to suppose that memory is the magic talisman which alone opens the treasure-house of genius. For nothing is so inexplicable or inconceivable as creative power. We never accredit any moving object with spontaneity until we are absolutely compelled to do so, having exhausted all other means of explanation. So, indeed, it is far more simple and convenient to assume no originality of invention, but rather to consider all thought as borrowed—in short as memorized. It never need concern us to inquire whence the first thoughts, after we have, ostrich-like, thrust our heads into the sands of ignorance. Why should we trouble ourselves about the hunters whom we cannot see? If we have pushed the question back out of the immediate case in hand, what more have we to do with it?

So it happens that all naive, uneducated persons are apt to confound all higher intellectual processes with memory.

Now, if you or I (most respected reader) belong to the educated class—or what is still better, *educator* class, we, at least, know that mere memory is a very small part of mental culture.

True, though it be, that every mental activity involves memory, yet it is not true that memory is the best part thereof.

The power to *think*, in the highest sense, is the power to produce out of very slender *data* the whole subject in its details; the power to see a theme in all its relations; the power to *unite*; the power to make out of many, *one*.

While mere memory is lost in a multitude of details and can never relate them to each other, or in any way utilize them, it is the reasoning power alone that can show brilliant results. Memory is the passive, the lumber yard, the stone quarry, the rope used to tie up sand. Reason is the active, the builder,

the alchemy which dissolves the isolated atoms into a continuous texture.

When I hear some one's memory praised I feel uneasy—it sounds somewhat like the praise of "one's minister" for his "beautiful language and elegant delivery." He surely must be a "shallow splurge," and his hearers sentimental hypocrites. So too the man with the memory must be a pedant or else his laudation the homage of a blockhead.

If these remarks seem to have a touch of spleen, allow me to place myself right, by speaking of memory in its true function.

Our senses would serve us in an idiotic way, did we not by an effort of the will stop their dissipated flitting from one object to another, and fix them on one object by an act which we call *attention*. This act is impossible without giving unity to our sensations by this act which refers them to one object. Nor is relation of one object to another possible without the retaining of both at the same time. Hence attention and memory involve the annulment of simple sensation, and yet its preservation as ideal, i. e. as *represented* in the Memory. Attention is thus, the first victory over mere sensation, and Memory is the second.

Phantasy or Imagination is the third step in the ascent above sensation, and the stages of Reflection and Reason (ending in the *pure activity* of the Intellect) are the highest.

A practical hint on "how to have a good memory" will prove my just appreciation of that faculty, and furnish also a suitable conclusion to my article. If one has a poor memory of any particular series of objects or events, he can at once correct the defect by concentrating (by an act of his will) his attention thereon, until it becomes a habit. If he forgets dates, for example, let him pay special attention to them, memorize a few at a time, and never allow them to slip. He will soon remember dates without conscious effort. Conscious habits of attention lead to memory.

PRODUCTION.—It is a fact always to be remembered that every instructed man is twice the instrument for the production of wealth that an uninstructed man is, and the enormous waste which is caused in this country by the recklessness, idleness, and intemperance of the ignorant and uninstructed is incalculable.

Book Notices.

ANCIENT STATES AND EMPIRES FOR COLLEGES AND SCHOOLS. By John Lord, LL.D. New York: Chas. Scribner & Co. For sale by the St. Louis Book and News Co.

A book, of which the title is a bull and the closing sentence a meaningless speculation, which, in its "style, arrangement and reflections"—all the author claims as original—is below mediocrity, and in its orthography and syntax a model of ingenious blundering, only deserves notice because it pretends to be prepared "for educational purposes."

We do not want our boys and girls to learn chronology from a man who spells Archbishop Usher's name quite indifferently "Ussher" or "Usshur," nor the history of Greece from one who treats of the famous port of Athens as the "Peireus," (this no inadvertent slip, but occurring three times on one page,) nor Egyptian History from one who ascribes to Moses the commencement of the first Dynasty of Kings of that country, nor anything else from a man who tells us (p. 298) that "aggressive measures *was* madness," or (p. 4) that "adultery was punished by the man *being beaten with rods*," and (same page) that "the government was a monarchy, only limited by the priesthood, into whose order *he* was received, and *was administered* by men appointed by the King," or (p. 111) speaking of Queen Esther :

"The golden sceptre is extended to her by her husband * * * before whom all bent the knee, and to *whom*, even in his folly, he appears as a demi-god."

It is useless to allude further to Dr. Lord's syntax. Some of his original reflections have an air of wisdom about them that is owl-like, as this about murder, on page 19.

"On the whole, this crime has been the rarest in the subsequent history of the world, although committed with awful frequency, but seldom till other crimes are exhausted. The sacredness of life is the greatest of human privileges."

And this on page 211, about Themistocles :

"His unfortunate end—a traitor and exile—shows how little intellectual pre-eminence will avail, in the long run, without virtue, although such talents as he exhibited will be found useful in a crisis."

We might fill an entire number of this journal with such extracts as we have given. Nearly every page of the book is adorned with them. The typical cap and bells could not more clearly emblazon the author's ignorance, dullness,

and pedantry. If he possesses a single qualification for the task he undertook in the preparation of this work, we fail to see it.

We want good text books, and especially in history, but this man has evidently mistaken his vocation. The publishers have done their part of the work well. It is a matter of regret that so much good paper has been wasted.

OLD TESTAMENT SHADOWS OF NEW TESTAMENT TRUTHS. By Lyman Abbott. New York, Harper & Brothers; St. Louis, E. P. Gray.

This elegant volume contains illustrations in the highest style of art, by Doré, Delaroche, and others, which with many will form its principal attraction. The author aims to illustrate the practical teachings of the New Testament by a few incidents from Old Testament history. We confess, however, that we have spent more time looking at Doré's Samson, which is worth an entire volume of commentary, than in perusing what we can assure our readers from what we know of the author, they will find both original and instructive.

THE STORY OF A BAD BOY. By T. B. Aldrich. Boston: Fields, Osgood & Co. For sale by St. Louis Book & News Co.

Here comes jolly Tom Bailey again, who after entertaining the readers of *Our Young Folks* so handsomely for a year past, makes his New Year's visit to us in a new dress. We fancy all the young folks will be pleased to have this bad boy (who is not such a dreadfully bad boy after all, but much like other boys) permanently with them, instead of only monthly visits.

LOST IN THE JUNGLE. By Paul du Chaillu. New York: Harper & Brothers. For sale by E. P. Gray, St. Louis.

If the boys are not delighted with our friend Paul's stories of adventure told in his own quaint English, they have changed much in the last quarter of a century. But we can vouch for it in the united testimony of a brace of youngsters still in their first decade, but of sound judgment in such matters, that this book is "perfectly splendid."

FARM IMPLEMENTS AND FARM MACHINERY. Orange, Judd & Co., New York. For sale in St. Louis by the St. Louis Book and News Co.

This is a splendid book from which to take "object lessons" for our pupils on practical subjects. It would be good, too, for drawing lessons, as well as for the people to read.

THE BUILDING OF THE SHIP. By Henry W. Longfellow. Illustrated. Boston: Fields, Osgood & Co. For sale by St. Louis Book and News Company.

A dainty volume, in which the printer, binder, paper-maker and engraver have done their utmost to exhibit the perfection of their several arts. Each illustration is a gem of itself, exquisite in design and finish. Only, do they launch their ships full-rigged in Boston? The poem itself is too well known to need further notice.

SYBARIS AND OTHER HOMES. By Ed. E. Hale. Boston: Fields, Osgood & Co. For sale by St. Louis Book and News Co.

We have known Mr. Hale in his former books principally as a delicious quizz. Here we have this characteristic in combination with a keen appreciation of the foibles and needs of society, with a broad christian philanthropy, and a knowledge of the wants of the artisan and day laborer in our cities, that makes his volume worth its weight in greenbacks, (Uncle Sam's we mean, not the publishers). The chapter on Naguadavick is a lesson all western cities might follow.

THE PILGRIM'S PROGRESS, IN WORDS OF ONE SYLLABLE: FROM THE CRIB TO THE CROSS IN WORDS OF ONE SYLLABLE. By Mrs. Edward Ashley Walker. New York: George Leavitt. St. Louis: E. P. Gray.

These two delightful little books come in good season to relieve the puzzled brain of many a mother in search of some substantial gift for the "little folks" for Christmas.

Books for children are receiving the increased attention, for the want of which they have long suffered. The stories succeed better in awakening interest without violating, as too many of them have done, the principles of common sense and good taste. But while much care has been bestowed upon story, comparatively little has been taken to bring the language within the limits of the child's vocabulary. Mrs. Walker could have chosen no better stories upon which to exercise her skill, in adapting them to words of one syllable. She has done her work well. With remarkable flexibility in the variety of her words, she has preserved the natural freshness and vivacity of the story. We think, in some instances, a slight departure from the rule of the monosyllable would be an improvement, e. g. where she uses the word "fiend" for "devil."

Any person reading these books, will be struck with the wonderful richness there is even in the monosyllables of our tongue.

THE NEW WORLD COMPARED WITH THE OLD.
By Geo. Alfred Townsend. Hartford, Conn.
S. W. Betts & Co.

In this work a comparison is drawn between the social and political institutions in this country and Europe. The points of resemblance and diversity are brought prominently into view by discussing in the same chapter topics akin to each other, as may be seen by running over the table of contents. Here are a few headings of chapters which illustrate the arrangement of the work: "Washington and Lincoln," "The Queen and the President," "The Senate and the House of Lords," "The House of Commons and the House of Representatives," "The Prime Minister and the Cabinet," "Local Government in States, Counties and Provinces," "The British and American Army and Navy," etc., etc. A great deal of information, is thus put in a shape to make it unusually available. The same parallelism is maintained in the illustrations in which it abounds.

The author is a popular newspaper correspondent, with facilities for knowing much of the inside working of government machinery at Washington, and has a way of telling what he has seen that is not always flattering to the functionaries.

We recommend the work for popular reading as full of just such facts as our people need to know. Its matter, type, illustrations and binding will make it a very popular book. Sold by the Subscription Book Agency of F. A. Hutchinson & Co., St. Louis, Mo.

THE MODEL SPEAKER. By Philip Lawrence. Philadelphia: Eldridge & Brother. For sale by Book & News Co., St. Louis.

A volume of selections for elocutionary purposes, in which we are glad to see many of the shorter productions of living writers, which though only recently before the public, have been universally recognized as "standard." Here are Whittier's "Barbara Frietchie," Holmes' "Bill and Joe," President Lincoln's Gettysburg Address and Second Inaugural, Saxe's "Nick van Staen," and dozens of others as new, besides numerous familiar pieces in prose and verse, which have long borne the stamp of public favor. Apart from its value as a speaker, such a volume of selections is a desirable addition to any family library. It is elegantly printed on tinted paper and substantially bound.

THE INTELLIGENCE OF ANIMALS, WITH ILLUSTRATIVE ANECDOTES. From the French of Ernest Menault. Charles Scribner & Co., New York. For sale by St. Louis Book and News Co.

This book is one of a series, the members of which are not necessarily to be taken together, and which yet together form a valuable library for young people.

Like all the prints of Messrs. Scribner & Co., this book gives us the most perfect type and attractive engravings, and its contents are alike interesting and instructive. We cheerfully recommend it to the attention of the many who are at a loss when buying books for boys and girls between the ages of ten and fifteen.

CHOICE SPECIMENS OF ENGLISH LITERATURE. By Thomas B. Shaw, William Smith, and Benjamin N. Martin, D. D. I.L.D. New York: Sheldon & Co. For sale by the St. Louis Book and News Company.

We commend to our teachers and students this work, which has been prepared as a supplement to "Shaw's Manual." It takes the pupil out of the routine of the so-called "text books," which obtains to such extent in most of our schools, as to kill out the genius and enthusiasm of both teacher and pupil. It contains many of the best specimens of English literature.

ASTRONOMY WITHOUT MATHEMATICS. By Edward Beckett Denison, LL.D., F.R.A.S. From the fourth London edition, with corrections and notes by Pliny E. Chase, A.M. New York: G. P. Putnam & Son. For sale by St. Louis Book & News Co.

A most excellent service is done to the large mass of thoughtful readers in this country by the republication in a cheap form of this valuable treatise. What Lardner's popular lectures on Physics were to the multitude, are these lectures on Astronomy. One is led in them step by step to comprehend the methods of weighing the earth and other bodies of the solar system; how to measure the heat of the sun and its effect on the earth; the phenomena of tides, secular acceleration and retardation; Bode's law, aberration, refraction, and velocity of light, etc.

STUDY NATURE.—What child ever wearies, except temporarily, through physical exhaustion, of running in the fields, scanning every flower and bird and beast, and bringing under the scrutiny of sight, hearing, feeling, taste, or smell, one or all, every new thing which presents itself? Study nature more and books less.

Magazine Notices.

We find on our table several new papers and periodicals to which we cheerfully invite attention. There is no immediate danger of an excess of knowledge or information on the various topics these papers profess to discuss. In fact, it would be a great gain to all of us to "read up" more fully on education, temperance, finance, literature, art history, poetry, architecture, health and politics.

The American Sunday School Worker is a new monthly published by J. W. McIntyre, St. Louis. It copies too closely after the "*National Sunday School Teacher*" in form and arrangement to succeed unless it "take on" the tact and genius and enterprise of Adams, Blackmore & Lyon.

Old and New, for January, 1870. Here is the initial number of a new candidate for public favor, for whose advent we have looked with some interest. We expected much from the well known reputation of the editor, Rev. Ed. E. Hale, and the publishers, Messrs. Hurd & Houghton. Our expectations have been more than realized by this number. If succeeding numbers fulfil the promise of this, our old and standard monthlies must begin to look to their laurels. "*Old and New*" will discuss every subject of present importance. The departments which its conductors propose in the outset, besides social, religious and political topics, will be "stories and other papers by the most successful writers," "articles on Physical Science and Sketches of Travel, by men and women who know what is known," "Criticism, kind and fearless, on contemporary literature, such as shall guide the choice of book buyers; and a Record of Progress," in which it will attempt to show "what advance the world is really making."

These topics to be discussed "under the inspiration of the Christian Religion, in the interpretation of a broad and liberal Theology."

The body of the magazine is enriched by contributions from such eminent writers as the editor himself; Rev. Henry W. Bellows Rev. Robert Collier, Mrs. Stowe, Mrs. Howe, Rev. J. F. Clarke, and others, all writing short articles too, which does not make them less attractive. In its department

of Criticism we are informed that "*Old and New*" inherits that distinguished enterprise in the literary annals of New England known as the "Examiner Society," and proposes to maintain the same fearless criticism, with the coöperation of the "Examiner Club," consisting of thirty of the most careful scholars of the land. To judge by what we see in the first number, this feature of the magazine will be in advance of any previous effort of the kind in this country.

The "Record of Progress" is a new feature and a good one. Leaving to the daily papers the record of crime, vice, and ruin which fills their columns, "*Old and New*" endeavors to chronicle "some of the steps if not of the world's advance, still of its best endeavors." A part of the present number is given to the subject of education in this country and abroad.

"*Old and New*" contains 144 pages, in the clear type for which the presses of its publishers are so widely celebrated. The yearly subscription price is \$4.00. Single numbers 35 cents. For sale in St. Louis by St. Louis Book and News Company.

"*Every Saturday*," in its enlarged form, and with its beautiful illustrations, deserves a word of commendation. There seems to be a singular unanimity, though, in the taste of artists who select the illustrations for *Every Saturday* and *Harper's Weekly*. As a general thing, they are good enough to look at twice. It is not culture, but the lack of it, which makes life so lean and dreary a thing to many, and so we welcome these helps of solid reading, beautiful illustrations. Our schools ought to have libraries, of which these illustrated papers should become a part and parcel.

The College Courant, published by Chas. C. Chatfield, of New Haven, is intended for the discussion of all living subjects pertaining to colleges or the cause of higher education; also, as a medium for the communication of matters of personal or general interest relating to alumni and students of American colleges. A long list of presidents and professors are enumerated among its regular contributors. We commend it to college men in general and Yale men in particular, as worthy of their support for its specialty, and to all as a first class literary journal. Published weekly at \$4.00 a year.

Colman's Rural World.—Several numbers of this excellent agricultural journal for the new year are before us. The first number in January commenced the twenty-fourth volume. This journal has a large corps of intelligent correspondents from all parts of the West, and is worth many times its subscription price to every tiller of the soil. It is published at two dollars per annum in weekly numbers of sixteen pages each, in the best form for binding, and makes two volumes a year of 416 pages each. Fine premiums are offered for clubs. Sample copies free. Address, Norman J. Colman, St. Louis, Mo.

The Radical, for January, has been received. Mr. Wasson is not a good confessor. We read his "Proem" and "The Confession" both, and was no wiser than when we started. What does Mr. Wasson "confess?" The "Law of Habit" ought to be read by every teacher and parent. It is one of those articles which is worth the price of the whole twelve numbers, and we are always sure to find one or two such in every issue. We do not like to speak of the other contributions, because we have not read them.

The "*Weekly Mail*," edited by Rev. A. C. George, D. D., whose ability as a writer, on both political and religious topics, is widely known, and whose sympathy with temperance, education and moral reforms is unquestioned. This new candidate for public favor comes fresh and full freighted with good things, and shows a great reserve force upon which to draw in the future. No one can mistake its position on any of the great questions, and it ought to have an immense circulation. See prospectus in our advertising columns.

We most cordially welcome our new ally and helper, "*The Western Educational Review*," Vol. 1, No. 1, published by O. H. Fethers, at Jefferson City. We need all the light and information which it is possible and practicable to obtain on this subject of educating the people. The original articles in this number which we have found time to read, are well written, and while the selections are not all new, they give it variety. It is neat in its typographical appearance, and it will doubtless obtain quite an extensive circulation among the friends of the publisher.

PLEASANT ATTENTIONS.

The local committee at Kansas City of teachers and citizens, appointed to make arrangements for the meeting of the State Association and for the entertainment of strangers present, were untiring in their efforts to have everything done that could be done to make it pleasant for those in attendance. If the mud was deep, and the route circuitous, necessitating a long walk and a slow one to the homes of those who kindly opened their doors to us, no fault was found. All seemed determined to enjoy themselves. The "Press" of the city were more than courteous. The daily papers published full reports of the proceedings, giving some of the very excellent essays read entire, and a lengthy resumé of others. We noticed not only Mr. Sheffield, President of the Board of Education, was in attendance, but several of the other members, together with a number of the prominent citizens of the place. We all came away with pleasant memories of our visit, discrediting, of course, the rumor that a stranger who fell from an embankment on to the roof of a five story house—was seriously injured.

WOMAN'S EDUCATION.

A meeting was recently held in New York, the object of which was to secure endowed institutions for the training of women to their special duties and professions as men are trained for theirs, particularly the science and duties of *home life*. The following resolutions, among others, were passed:

Resolved, That one cause of the depressed condition of woman is the fact that the *distinctive profession* of her sex, as the nurse of infancy and of the sick, as educator of childhood, and as the chief minister of the family state, has not been duly honored, nor such provision been made for its scientific and practical training as is accorded to the other sex for their professions; and that it is owing to this neglect that women are driven to seek honor and independence in the institutions and professions of men.

Resolved, That the science of domestic economy, in its various branches, involves more important interests than any other human science; and that the evils suffered by women would be extensively remedied by establishing institutions for training woman for her profession, which shall be as *generously endowed* as are the institutions of men, many of which have been largely endowed by women.

Resolved, That the science of domestic economy should be made a *study* in all institutions for girls; and that certain practical employments of the family state should be made a part of common school education, especially the art of *sewing*, which is so needful for the poor; and that we will use our influence to secure these important measures.

Resolved, That every young woman should be trained to some *business* by which she can earn an independent livelihood in case of poverty.

Proposed Amendment to the School Law.

HOUSE BILL No. 388, proposing several changes and modifications in the Public School law, is now before the House Committee on Education for their action. We have not time nor space for a critical review, but briefly note some of the changes contemplated.

Instead of one local director for each sub-district, this bill provides for three, to hold office for the term of three years, one being elected each year. They organize by choosing one of their number clerk, who presides at their meetings and is known as clerk of the sub-district. They perform all the functions of the present local director, and in addition constitute a body corporate, and are invested with the title, care and custody of school property of their sub-districts.

Provision is made by which, in the event of their failure to take the enumeration of children, it may be taken under direction of the County Clerk at their individual expense.

They are to make their estimates for schools for not less than six months, and the old provision for continuing the school longer by a vote of the resident voters of the sub-district is continued. In case of their failure to perform their duties, it is provided that their office may be declared vacant by a majority of legal voters, and a new election held to fill vacancies.

The Township Board is to consist of the clerks of the various sub-districts, one of whom is chosen township clerk. He is required to take an enumeration of the children, and in case of his failure to do so, the same provision is made as in case of directors, for having it taken at his individual expense.

The Township Board are a body corporate, and in them is vested the title, care and custody of Township, Central and High School houses, etc., etc.

The law for colored schools is copied from the old law, even to its grammatical errors, except that it restricts the establishment of these schools to districts containing twenty children by enumeration, instead of fifteen, as now.

The Township Clerk is made liable, under penalty of one hundred dollars fine, for failure to perform the duties of his office.

The County Clerk is authorized to fill vacancies in the Board of Local Directors when required to do so.

The County Treasurer is made the treasurer of all school funds, including those derived from direct taxation. He makes disbursements only on the order of the County Clerk, and funds derived from taxation are set apart strictly for payment of teachers.

We cannot go farther nor into a review of this bill. In many of its details it is an improvement on the present law. It is explicit in many points of controversy, and has been drawn with a good deal of care.

It does not strike us, however, in the brief examination we have been able to give to it, as at all covering the ground required in our amended School Law. Its provision for three local directors seems to be a cumbrous device to get rid of the one-man power so much complained of, and a worse than useless multiplication of officers. Three men ought to manage the school affairs of any township in the State, particularly if they could have a little compensation for their time. We find no provision made for Normal Schools.

The County Superintendents get no notice. They are and have been a hard-worked and ill-paid order of men, and we trust no bill will pass which does not provide for them such compensation as will secure the services of the most competent men.

We trust our Legislature, and especially the Education Committee, will give this whole subject careful consideration. The school interest is the greatest interest in their hands, and must not be dealt with slightly. We trust also, for the sake of their reputation, that they will not let this bill nor any other become a law, without a careful revision by some competent critic who can expunge some of the involved grammatical constructions which afflict most statutes, but of which a school law should be especially free.

IDEAS conquer not by arms alone, but by all the activities of our common life. Political revolutions can only follow revolutions of thought and character. Man is the element of which forms of society, government, and religions are the symbols. Dead multitudes are governed, activities govern.

BACK NUMBERS.

So many applications pour in upon us for back numbers of THE JOURNAL OF EDUCATION, that we conclude our previous notice saying we are unable to supply them was overlooked. We increased our edition steadily from *three thousand* to *five thousand*, but we have only our regular file of the first volume left. We thank our friends sincerely, not only for prompt renewals, but for largely increased lists of subscribers.

As a specimen of the work this Journal is doing and the feeling those who know it best entertain toward it, we copy the following paragraph from a private letter written by one of our most efficient school officers. He says:

"The literature you have circulated in this county has done more for the cause of education than any, or *all* other agencies. Many in days to come will rise up and call you blessed. May God bless and prosper you in the good work in which you are engaged."

What more could be asked than such testimony from such men?

IT OUGHT TO BE DONE.

THE school law ought to be so changed and amended as to give the proper officers the means to *pay teachers monthly*. As the law now stands in many places, it is almost impossible for them to draw any money for their services until the close of the term, and then they are sometimes obliged to take school warrants instead of money. It is reported further that, in order to turn their warrants into cash to meet necessary expenses, a discount of ten per cent. is demanded.

This is all wrong. Our teachers earn their money. There are over seven thousand of them in the State to-day training, developing, and educating its future citizens. They contribute directly and constantly to bring in and build up the best elements of society, and simple justice demands an immediate change in our school law on this point of full and prompt payment of salaries monthly.

HE only merits rewards who would have done his duty in the face of persecution; and he deserves punishment who has abstained from evil merely to avoid pain, but owns the intention of it in his heart.

TEACHERS' BUREAU.

The applications for good teachers in the West and Southwest to this office, have become so numerous that we have determined to establish a "Teachers' Bureau." Those desiring teachers are requested to state as briefly as possible—

1. Salary.
2. Length of school term.
3. Qualifications required.

Teachers desiring positions, and those desiring teachers, will thus be brought directly in contact at once, and we shall hope to make the Bureau of essential service to all parties interested.

As we shall charge no fee, at least for the present, persons communicating with us will please enclose stamps for return postage.

TEACHERS WANTING SITUATIONS.

No. 5.—A young lady desires to teach in a public or private school; can teach German, French, drawing, music, and the English branches.

No. 6.—A lady desires to teach Spanish, also French, to beginners, or in the English branches; will give lessons in families or schools.

No. 7.—A graduate of Yale College; position as principal.

No. 8.—A young man wants to teach a common school; holds a first-grade grade certificate.

No. 9.—A gentleman desires to teach in a graded school or seminary; holds a State certificate.

No. 10.—A graduate of St. Xavier College, as teacher in a select school; can speak German.

No. 11.—A young lady desires to teach in a public or select school; can teach English, French, and the ornamental branches.

PROBLEMS.

EDITOR JOURNAL OF EDUCATION:

Enclosed is a quadratic solution of the following equations, published in a late number of the JOURNAL OF EDUCATION:

Given:

$$x^2 + y = 11, \dots (1),$$

$$x + y^2 = 7, \dots (2).$$

Solution:

$$x^2 - 9 = 2 - y, \dots (3) = (1),$$

$$x - 3 = 4 - y^2, \dots (4) = (2).$$

$$\text{Put } 2 - y = d, 2 + y = s. \text{ Then } (3)$$

and (4) become:

$$\begin{aligned} x^2 - 9 &= d \\ x - 3 &= sd \text{ respectively,} \\ \text{and } x^2 - 9 &= x - 3, \dots (5), \end{aligned}$$

$$\begin{aligned} \text{or } x^2 - x &= 9 - 3, \dots (6) = (5), \\ \text{completing the square } x^2 - x + \frac{1}{4} &= 9 - 3 + \frac{1}{4} (7) \\ \text{extracting } \sqrt{\frac{1}{4}} &= \frac{1}{2} \dots (8) \\ \text{and omitting } x &= 3 \dots (9). \end{aligned}$$

Substituting the value of x in the above quotations, $y = 2$.

There are some singular properties connected with this solution which the algebraist will discover. So far, all attempts made by myself to effect a *general* solution have been failures.

H. N. Robinson, LL.D., presents a solution of a similar question, page 201, Math. Operations; also, several good mathematicians gave a solution in the *Iowa Instructor*, a few years since; these solutions agree with Dr. Ford's in the September number. None are by quadratics. J. M. GREENWOOD.

Kirkville, Mo.

How long can the short arm of a syphon be constructed without destroying its efficacy?

How far will a box advance placed on a roller one foot in diameter at each revolution of the roller?

If a railroad train is going at the rate of twenty miles an hour and a man jumps from the rear platform in the opposite direction from the motion of the train at the same rate of speed, why will not an equilibrium be established, and the man strike the ground simply by the force of gravitation?

In the October Number, the following is given—

"A pond is enclosed by a circular pallsade, to the outside of which a horse is tied with a rope, the length of which is equal to the circumference of the pond. Required—the diameter of the pond if the horse can graze one acre.

Will any reader of the Journal furnish an answer to the above question?

Answer.—If the pond extends to the pallsading, the circumference of the pond is 42.5457x yards.

ANSWER TO BOLIVAR PROBLEMS, NOVEMBER NO.

1. A must dig 38.196602 yards, B 61.863398x yards.

2. 5 Chairs at \$10, 1 chair at \$3, 94 chairs, 50 cents each.

J. M. GREENWOOD.

D. APPLETON & Co., of New York, invite all teachers, superintendents, and school officers, to address them on matters connected with the introduction and use of their publications. Immediate attention will be given to any letters or orders with which they are favored, and the most satisfactory terms will be made for introduction. A descriptive catalogue, embracing all their reliable and popular text-books, also the *Monthly Bulletin*, designed as a medium for the announcement of new and forthcoming books, and as a means of conveying special information in regard to the character and contents of the latest issues from the press, will be mailed, postage prepaid, on application to them. Persons ordering are requested to be particular to give their post office address in full.

Consulting the convenience of teachers, superintendents, and school officers, they have established an educational department for their special use, and all visiting New York are cordially invited to call and examine their extensive assortment of text-books.

WE would respectfully invite the attention of News-dealers, Booksellers and dealers in Cheap Publications, Periodicals, Etc., to our facilities for packing and forwarding everything in our line, with the utmost promptness and dispatch.

We keep constantly on hand a large stock of BIBLES,

PRAYER BOOKS,
PHOTOGRAPH ALBUMS,
BACKGAMMON BOARDS,
CHECKERS, WRITING DESKS,
GOLD PENS, PORTFOLIOS,
DOMINOES, CHESS,
MEMORANDUMS,
BLANK BOOKS,
SLATES, INKS,
PENS, PENCILS, &c.

Also, a large assortment of

NOTE, LETTER, CAP & BILLET PAPERS.

All of which we offer to the trade at prices that defy competition.

We pack and forward to all points, by mail or express, the St. Louis Daily Papers, Eastern Papers, Magazines and cheap periodicals, for most of which we are General Western Agents.

NEW BOOKS RECEIVED DAILY

Dealers in the West need not be told, that getting their supplies from a house in St. Louis, which is prompt and reliable in every respect, saves much time and labor in keeping their accounts.

ST. LOUIS BOOK & NEWS CO.,

207 North Fourth Street.

Munson's Phonographic Advocate.

The January number of this periodical gives a comparison of the Munson Phonography with other systems. Every person interested in educational matters should read it. Terms \$1 a year; ten cents a single number.

Address, J. E. MUNSON, 117 Nassau street, New York.

THE true tests of man are his moral his intellectual, and his industrial worth. These are the true factors of man's solidarity; they are the corner-stones of democracy, the granite and eternal pillars of republics, and until our characters are transfigured and permeated by these great truths, our republics are but as dreams and our democracies but as words that turn to lies upon the lips.

RAILROAD TIME TABLE.

Departure and Arrivals of Trains at St. Louis:

CHICAGO AND ALTON RAILROAD.*		
	Leaves.	Arrives.
Morning Express (Sundays excepted).....	6.30 a. m.	11.00 p. m.
Lightning Express (Saturday excepted).....	6.30 p. m.	11.30 a. m.
Night Express, running through to Bloomington Saturday night.....	3.45 p. m.	9.00 a. m.
Sunday Express.....	6.30 p. m.	
Peoria and Quincy Express.....	11.15 a. m.	5.20 p. m.

INDIANAPOLIS, TERRE HAUTE AND ST. LOUIS RAILROAD.*		
Day Express (Sundays excepted).....	6.45 a. m.	8.35 a. m.
Lightning Express (Saturdays excepted).....	8.30 p. m.	3.00 p. m.
Night Express (Sundays excepted).....	2.00 p. m.	9.05 p. m.
Sunday Train.....	3.30 p. m.	

PACIFIC RAILROAD.		
Mail Train (except Sundays).....	9.50 a. m.	10.50 p. m.
Express Train.....	4.35 p. m.	6.00 a. m.
Meramec Accommodation.....	1.20 p. m.	
Washington Accommodation.....	3.48 p. m.	
Franklin Accommodation.....	7.30 a. m.	1.30 p. m.
Sunday Trains—For Franklin.....	9.50 a. m.	1.30 p. m.
Trains on the Booneville Branch leave Tipton at 7.30 a. m. and 6.20 p. m.		

ST. LOUIS AND IRON MOUNTAIN RAILROAD.		
Mail, (Sundays excepted).....	7.45 a. m.	11.30 p. m.
Express, daily.....	5.30 p. m.	9.00 a. m.
DeSoto, (Sundays excepted).....	4.00 p. m.	8.40 a. m.
Carondelet and Docks.....	6.45 a. m.	6.30 a. m.
".....	8.30 a. m.	8.45 a. m.
" and Docks.....	10.30 a. m.	10.05 a. m.
".....	12.00 m.	11.45 a. m.
" and Docks.....	2.15 p. m.	2.00 p. m.
" and Docks.....	4.00 p. m.	3.45 p. m.
".....	5.00 p. m.	4.55 p. m.
".....	6.30 p. m.	6.15 p. m.
".....	8.00 p. m.	7.45 p. m.
".....	12.00 m.	11.45 p. m.
Sunday Trains—Express.....	5.00 p. m.	10.01 a. m.
Carondelet.....	8.00 a. m.	7.45 a. m.
".....	9.15 a. m.	9.07 a. m.
".....	10.30 a. m.	10.05 a. m.
".....	12.30 p. m.	12.15 p. m.
".....	5.00 p. m.	4.35 p. m.
".....	5.45 p. m.	5.30 p. m.

NORTH MISSOURI RAILROAD.		
Mail and Express, (Sundays excepted).....	9.30 a. m.	10.30 p. m.
Night Express, (daily).....	4.00 p. m.	6.30 a. m.
Macon Express.....	12.00 p. m.	5.40 p. m.
St. Charles Accom., (Sundays excepted).....	10.20 a. m.	8.00 a. m.
".....	4.45 p. m.	3.30 p. m.

OHIO AND MISSISSIPPI RAILROAD.*		
Mail (Sundays excepted).....	5.00 a. m.	11.15 p. m.
Lightning Express (Sundays excepted).....	6.45 a. m.	8.30 a. m.
Night Express (daily).....	3.15 p. m.	1.25 p. m.

ST. LOUIS, VANDALIA AND TERRE HAUTE AND ILLINOIS CENTRAL RAILROADS.*		
Day Express (Sundays excepted).....	7.30 a. m.	10.50 a. m.
Cairo Express (Sundays excepted).....	8.45 p. m.	12.20 p. m.
Night Express (Saturdays excepted).....	6.03 p. m.	9.50 p. m.

BELLVILLE AND EAST ST. LOUIS RAILROAD.		
Daily (Sundays excepted).....	8.30 a. m.	7.45 a. m.
".....	12.30 p. m.	11.25 a. m.
Daily.....	5.30 p. m.	4.45 p. m.
Sunday train.....	9.30 a. m.	8.55 a. m.

Trains leave the Seventh street (Pacific) depot daily, except Sunday, at 7:35 a. m., for all stations.

*The time mentioned for the departure of the trains of these roads is the time at which the omnibuses leaves the Planters' House.

Other roads the time given is that at which trains leave the depots.

WEEKLY MAIL.

A paper will be published in St. Louis, Mo., every Thursday, beginning with January 6th, 1870, called the

WEEKLY MAIL.

In politics it will be

REPUBLICAN,

though it will aspire to the highest rank of independent journalism.

It will be the friend and advocate of the

TEMPERANCE REFORM.

It will defend the

PUBLIC SCHOOL SYSTEM,

as a necessity for free government.

It will be religious, but not sectarian, pleading for

THE CHRISTIAN SABBATH,

THE SUNDAY SCHOOL,

THE MISSION WORK,

and every kindred beneficence.

It will devote an entire page to the

FARM AND GARDEN,

and give especial consideration to the wants of

THE HOUSEHOLD.

It will have a department of

TRADE AND FINANCE,

with a full *News Summary* and latest *Market Reports*.

It will be edited by

REV. A. C. GEORGE, D. D.,

with an able corps of assistants, and paid contributors. In its selections it will take the widest range, endeavoring to bring its readers into contact with

THE LIVING THOUGHT

of the age, in art, literature, science, education, business, politics, beneficent reforms, and Christian activities.

It will contain *Sixteen* pages of the size and style (excepting illustrations,) of *HARPER'S WEEKLY*.

It will be printed on good paper, in clear and legible type, and will be

A FIRST-CLASS JOURNAL

in every respect. It will be furnished for

THREE DOLLARS A YEAR,

and liberal deductions to clubs. It will be sent to any Clergyman in the regular pastoral work, for *Two Dollars*, the lowest club rate. Subscriptions may begin at ANY TIME.

Write for SPECIMEN NUMBER, which will be sent FREE. Address,

"WEEKLY MAIL,"

St. Louis, Mo."

St. Louis, December 25, 1869.

A NEW BOOK.

The Model Speaker

Consisting of Exercises in Prose, Poetry and Blank Verse, Suitable for Declamation, Public Readings, School Exhibitions, etc. Compiled for the use of Schools, Academies, Colleges and Private Classes, by Prof. Philip Lawrence.

Price by mail, post-paid, \$1.50.

This book is printed on superfine, tinted paper, and handsomely and durably bound in fine English cloth, with bevelled sides. For variety and freshness of selections, beauty of mechanical execution, and economy in price, it is unequalled by any similar work extant. Copies sent only on receipt of advertised price, excepting to those teachers who desire to examine, with purpose of introduction if approved, and who accompany their application with a copy of the circular or catalogue of their school. In such cases we will supply a specimen copy for examination on receipt of \$1.00 Circular containing complete list of contents sent to any address on application. Please address, ELDREDGE & BROTHER, 17 and 19 South Sixth Street, PHILADELPHIA, PA.

ARKANSAS HOT SPRINGS.

Full information concerning these far-famed "FOUNTAINS OF YOUTH," can be had in the

HOT SPRINGS COURIER.

Subscription, \$3.00 per year. Advertisements, each insertion, fifteen cents per line. Terms Cash. Address,

"Courier, Hot Springs, Arkansas."

St. Louis

COMMERCIAL COLLEGE,

Spencerian

INSTITUTE OF PENMANSHIP

— AND —

Fielding's Academy,

Nos. 210 & 212 NORTH FOURTH STREET.

THE COURSE OF INSTRUCTION offers every facility for acquiring a thorough Business and Literary Education. For full information, circulars and specimens of penmanship, call at the College or address—

A. FREDERICK, Secretary.

H. A. SPENCER, Superintendent.

Steel Composition Bells

For Churches, Schools, Farms,
Foundries, Factories, etc.



CHURCH BELLS.

FROM the experience of many years in manufacturing the cheaper class of Bells, we find that the Steel Composition surpasses all others in the combination of those qualities most sought for by intelligent purchasers of Bells.

They are larger than the bronze bells of the same weight, and can be heard as far. In purity, richness and volume of sound, they are almost equal to the regular bell metal; and as they cost less than one-third as much, they are within the reach of the most feeble churches. Hundreds are now in use in all parts of the country, and none failed to give satisfaction.

The style of mounting, as seen in this cut, gives an easy motion, and secures it against much of the jarring so common in the ringing of bells.

Church Bells warranted for one year.

Diameter.	Weight.	Bell and Mountings.
28 inches	250 lbs.	400 lbs.
36 inches	650 lbs.	800 lbs.
40 inches	800 lbs.	1000 lbs.
48 inches	1200 lbs.	1500 lbs.

Bells for Farms, Schools, etc.

Diameter.	Weight.
14 inches	50 lbs.
16 inches	90 lbs.
18 inches	100 lbs.
20 inches	130 lbs.
24 inches	300 lbs.

BARNUM & BROTHER,

No. 14 and 16 N. Second Street, St. Louis, Mo.

THE BEST

PAPER-COVERED

TALC CRAYONS

For Sale by

W. P. & S. F. CO.

708 AND 710

Chestnut Street, - St. Louis, Mo.

THE NATIONAL SERIES

—OF—

STANDARD

School Books,

PUBLISHED BY

A. S. BARNES & CO.,

New York and Chicago.

MONTEITH & McNALLY'S

GEOGRAPHY

PARKER & WATSON'S

READERS and SPELLERS.

Davies' Series of Arithmetics.

Davies' Series of Algebra.

Davies' Series of Geometry.

Clark's System of

ENGLISH GRAMMAR.

STEELE'S

Fourteen Weeks in Astronomy.

STEELE'S

Fourteen Weeks in Philosophy.

STEELE'S

Fourteen Weeks in Chemistry.

WOOD'S CLASS BOOK OF BOTANY.

PECK'S

Ganot's Natural Philosophy.

Willard's History of United States.

Monteith's Youth's History of United States.

PORTER'S

PRINCIPLES OF CHEMISTRY.

BROOKFIELD'S COMPOSITION.

EDUCATIONAL TEXT BOOKS,

PUBLISHED BY

IVISON, PHINNEY, BLAKEMAN & CO.,

47 and 49 Greene Street, New York.

NO SERIES OF SCHOOL BOOKS EVER offered to the public have attained so wide a circulation or received the approval and endorsement of so many competent and reliable educators, in all parts of the United States, as this.

Among the most prominent of their publications are the following, viz.:

The Union Series of Readers.

Entirely new in matter and illustrations, and received with great favor by the best teachers in the country.

Robinson's Series of Mathematics.

Including *Arithmetics, Algebras, Geometries, Surveying*, etc.; highly commended by all who have them in the class-room.

Kerl's New Series of Grammars.

Unsurpassed in simplicity, clearness, research, and practical utility.

Well's Natural Science.

Including *Philosophy, Chemistry, Geology*, and *Science of Common Things*.

Spencerian Copy-Books.

Simple, Practical, and Beautiful. Newly engraved and improved.

Colton's Geographies.

Fasquelle's French Series,

Woodbury's German Series,

Bryant & Stratton's Book-Keeping,

Willson's Histories,

Webster's School Dictionaries, (Illustrated),

Spencerian Steel Pens,

NEW BOOKS,

A Manual of Inorganic Chemistry.

Arranged to facilitate the Experimental Demonstration of the facts of the science.

Robinson's Differential and Integral Calculus.

For High Schools and Colleges.

Kiddle's New Manual of the Elements of Astronomy.

Comprising the latest discoveries and theoretic views, with directions for the use of the Globes, and for studying the Constellations.

Paradise Lost.

A School Edition, with explanatory Notes.

Colton's Common School Geography.

Illustrated by numerous Engravings. Quarto.

Mark's First Lessons in Geometry.

Designed for Primary Classes, and taught objectively.

The Song Cabinet.

A New Singing Book for Schools.

Townsend's Analysis of the Constitution of the United States.

A Chart of 52 pages on one roller. An exposition of the Constitution. Should be in every class-room.

Townsend's Civil Government.

To accompany the "Analysis of the Constitution." In cloth. 12mo, 336 pages.

Gray's Field, Forest and Garden Botany.

An easy introduction to a knowledge of all the Common Plants in the United States (east of the Mississippi), both wild and cultivated. Svo., cloth. Ready December 1st.

Teachers, and all interested, are invited to send for our Descriptive Catalogue and Circulars, and to correspond with us freely. Address the Publishers, or

O. M. BAKER, Gen. Ag't,

503 Fourth Street St. Louis

BREWER & TILESTON,

Publishers, No. 131 Washington street, Boston.

HILLARD'S READERS.

(NEW SERIES.)

First Reader	.....	Illustrated.
Second Reader	.....	"
Third Reader	.....	"
Fourth Reader	.....	"
Intermediate Reader	.....	"
Fifth Reader	.....	With an original Treatise on El-
Sixth	.....	ocution, by Prof. Mark Bailey,
		of Yale college.
		Worcester's Comprehensive Spelling Book.
		Worcester's Primary Spelling Book.
		Adams' Spelling Book, for Advanced Classes.

WALTON'S ARITHMETICS.

(CONSISTING OF THREE BOOKS.)

- I.—The Pictorial Primary Arithmetic.
 - II.—The Intellectual Arithmetic.
 - III.—The Written Arithmetic.
- The latest and most satisfactory series of Arithmetics now before the public.

WALTON'S DICTATION EXERCISES, are supplementary to Walton's Arithmetics. They comprise a simple card (with or without sliding-slate), to be used by the pupil, and

KEYS Parts I. and II., to be used by the teacher only.

SEAVEY'S GOODRICH'S HISTORY OF THE UNITED STATES, by C. A. Goodrich—a new edition, entirely re-written, and brought down to the present time, by Wm H. Seavey, Principal of the Girls' High and Normal School, Boston. This book has just been adopted by the School Board of St. Louis.

HILLARD'S PRIMARY CHARTS, for Reading Classes in Primary Schools.

WEBER'S OUTLINES OF UNIVERSAL HISTORY.

Copies for examination and introduction can be had of

GEO. N. JACKSON, West'n Ag't.

113 & 115 State St., Chicago.

BARNARD & BARNUM,

46 Beale St., Memphis, Tenn.

sept 6m.

George O. Carnsey,

SCHOOL ARCHITECT,

Rooms 22, 23 and 24,

Lombard Block, - - - Chicago.

Educational Buildings made a Specialty.

BLOOMINGTON NURSERY

17th Year, 400 Acres, 10 Greenhouses.

THE largest and best stock, 8,000,000 Fruit and Ornamental Trees, Hedge Plants, Grape Vines, Small Fruits, Apple and other Nursery Stocks, Roses, Bulbs, etc., of choicest sorts and shipping sizes, very low for cash.

Those who would save money will send at once two red stamps for two Fall Catalogues.

F. K. PHOENIX,

Bloomington, McLean Co., Illinois.

AMERICAN**GATE COMPANY!**

Manufacturers of all kinds of

WOOD-WORK.

PLAIN and Ornamental Wood Fencing, Tuckers and Whipples, Spring Bed Bottoms, Builders and Contractors for Frame Houses, in or out of the city, at prices which defy competition.

Particular attention paid to Grave Yard Fencing in various styles.

Do not mistake the place. Call at our Factory, Fourteenth street, bet. O'Fallon and Cass Av.

GREEN, ISAACS & FRIEDMAN.

WM. BARNARD,**STENCIL BRAND CUTTER**

AND MANUFACTURER OF

SEAL PRESSES, & C.

Also, wholesale and retail dealer in

Ribbon Stamps, Canceling Stamps, Steel Stamps, Stencil Dies and Stock.

Orders by mail promptly attended to and sent by express. 314 Olive Street, St. Louis, Mo.

TRAVELERS' LIFE & ACCIDENT Insurance Company

OF HARTFORD.

ASSETS OVER ONE MILLION DOLLARS

THE Travelers' Accident Insurance Company of Hartford was the first Company of the kind to write All Accident Policies in the United States. It has now combined with the Life Department, and writes full Life Policies on a new plan: Life Non-foreiture endowments, etc., allowing weekly indemnity in case of persona injury.

Low Cash Rates.

The largest amount of Insurance for the least money. C. C. BAILEY, Gen'l Ag't, 305 Olive Street, St. Louis.

Vornbrock & Fatman's BEDSTEAD FACTORY.**STAIR BALLUSTERS & NEWEL POSTS**

ALWAYS ON HAND.

Scroll Sawing to order.

ALL KINDS OF

T U R N I N G

Done at the Shortest Notice.

All Orders promptly attended to.

Cass Avenue,

S. W. COR. FIFTEENTH STREET, ST. LOUIS, MO.



TO THE WORKING CLASS.—We are now prepared to furnish all classes with constant employment at home, the whole of the time or for the spare moments. Business new, light and profitable. Persons of either sex easily earn from 50c to \$5 per evening, and a proportional sum by devoting their whole time to the business. Boys and girls earn nearly as much as men. That all who see this notice may send their address, and test the business, we make this unparalleled offer: To such as are not well satisfied we will send \$1 to pay for the trouble of writing. Full particulars, a valuable sample, which will do to commence work on, and a copy of *The People's Literary Companion*—one of the largest and best family newspapers published—all sent free by mail. Reader, if you want permanent, profitable work, address E. C. ALLEN & CO., AUGUSTA, MAINE.

ROOT & CADY'S**Standard School Music Books:**

GRADED SONGS FOR DAY SCHOOLS. Nos. 1, 2 and 3, by O. BLACKMAN. These songs make music a regular progressive study, to accord with the graded system of instruction in our public schools. Already introduced into the schools of Chicago and Peoria, Ills., Toledo, Ohio, etc.

PRICES:

No. 1, 8 cents, by the hundred \$ 6.00.
No. 2, 15 cents, by the hundred 11.25.
No. 3, 25 cents, by the hundred 18.75.

Nos. 4 and 5 are in active preparation.

THE FOREST CHOIR, by GEO. F. ROOT. For general use in all schools. Price 60 cents. \$6.00 per dozen.

SHRYOCK'S MAMMOTH MUSIC CHARTS, by DANIEL SHRYOCK. These charts are so well and favorably known in St. Louis and vicinity, from their use in the public schools of this city, that a special description of them will not be necessary in this connection; suffice it to say that their sale is rapidly increasing, and that they are everywhere meeting with the same favor.

PRICE:

Map Form \$15.00.
Panoramic Form 20.00.

SCHOOL LYRICS, by WM. LUDDER. The great aim of this work is to furnish a variety of sterling hymns and tunes for the opening and closing exercises of schools. In addition so this, however, there are several pages of the very best secular and patriotic music. The whole is completed by a short treatise on musical notation.

PRICES:

Stiff Paper Covers, 50 cents, per dozen \$5.00.
Board Covers, 80 cents, per dozen 8.00.

ROOT & CADY,

67 Washington Street, Chicago.

North Missouri Normal School.

CALENDAR for 1868-9.—School year embraces four Terms of ten weeks each, beginning September 1st, November 16th, February 1st, April 21st. Fall term opens September 1st, 1868.

Students, however backward, or however advanced, can enter at any time.

Course of study is as full and thorough as in most colleges.

The Faculty is composed of a corps of experienced teachers.

Teachers are trained for their work. This is the only Normal School in North Missouri.

Rare facilities for improvement are offered to youths of both sexes. To conduct a **LIVE SCHOOL**, to educate live men and women, is the highest ambition of the Faculty.

Expenses for board, books and tuition per term, from \$30 to \$50.

Catalogues will be sent to any one addressing

J. BALDWIN, President,

Kirkville, Mo.

Western Publishing & School Furnishing Co.

Manufacturers of

SCHOOL FURNITURE,

Publishers of

Mitchell's Outline

Maps, Camp's Series

Geographies, Cut-

ter's Physiological

Charts, School Tab-

lets, Record Books,



And Dealers in

Philosophical, Chemical, & Holbrooks Illustrative Apparatus

Address, J. B. MERWIN,

President W. P. & S. F. CO.,

708 & 710 Chestnut St., St. Louis.

The New Religious Weekly.

THE CHRISTIAN UNION,

IS AN
Unsectarian, Independent Journal, devoted to
Religion, Morals, Reform, Foreign and Do-
mestic News of the Church and the
World, Literature, Science, Art,
Agriculture, Trade, Finance,
etc., etc., etc.,

And containing Household Stories, Choice Poems,
Walks with the Children, etc., etc., embracing Con-
tributions from

Well-Known and Eminent Writers,

TOGETHER WITH

HENRY WARD BEECHER'S
Editorials and Lecture Room Talks

Aiming to be a truly Christian Journal, and a
Complete Family Newspaper, and having for
its highest purpose the presentation of

ESSENTIAL BIBLE TRUTH.

It will advocate, in the spirit of love and liberty, the
fellowship and co-operation of Christ's people of ev-
ery name. Recognizing the right and the necessity of
different Church organizations as the natural result
of the many-mindedness of mankind, it will endeavor
to treat all Christian denominations with fairness
and love, stating its own opinions with frankness but
in kindness, and providing an arena for courteous de-
bate not hedged in by sectarian boundaries. Without
undervaluing doctrinal truth, it will chiefly strive to
foster and enforce *Christianity, as a Life*, rather than
as a theological system.

In this connection, the Publishers feel a crowning
assurance of strength in that they have secured a spe-
cial and peculiar interest in the paper on the part of
the man whose stirring discourses, and broad, rich,
writings on themes of Christian life have done so
much toward developing the spirit of unity among
Christ's people of every name. The strong and al-
ready conspicuous leadership of the

REV. HENRY WARD BEECHER

In this direction of popular Christian feeling is too
well known to need more than mention here; suffice
it to say, he is constantly represented from week to
week in its Editorial and other columns, and on the
first of January next he will become its

RESPONSIBLE EDITOR.

and will call to his aid some of the best and most no-
table talent of the land.

With these advantages, the Publishers confidently
commend to the reading Christian public this young
and vigorous journal,

THE CHRISTIAN UNION.

ITS FORM:

SIXTEEN PAGES—Cut and Stitched,

so convenient, both for use and preservation, as to be
a great and special merit in its favor, apart from its
superior literary attractions.

ITS CIRCULATION:

MORE THAN DOUBLED

during the first month of Mr. BEECHER'S identifica-
tion with its interests, is now making *even more*
rapid strides forward.

ITS PRICE:

ONLY \$2.50 PER YEAR.

And to all who subscribe NOW for 1870, it will be
sent for the remainder of the year, FREE.

Subscribe for it! Get others to take it!!

Circulars sent, upon application, containing List of
liberal

Cash Commissions and Premiums.

Specimen Copies of the "Christian Union"
sent free, to any address, by

J. B. FORD & CO., Publishers,
39 Park Row, New York.

GROVER & BAKER SEWING MACHINES.

The Very Highest Prize.



Cross of the Legion of Honor.

Exposition Universelle, Paris, 1867.

FAMILY SEWING MACHINES

Superiority over all others, by reason of the fol-
lowing points of excellence:

Elasticity of Stitch,
Simplicity of Machine,
No Rewinding Thread,
No Fastening of Seams,
Beauty and Great Variety of Embroidery.

Practical qualities pre-eminently possessed by the
GROVER & BAKER. EACH ONE is absolutely
essential to a COMPLETE FAMILY SEWING
MACHINE.

Light & Heavy Manufacturing Machines.

LOCK-STITCH

Adapted to all kinds of

LEATHER AND CLOTH WORK.

Send for samples and Price List.

Salesrooms, 511 North Fourth Street,
SAINT LOUIS.

SIEGEL & BOBB,

IMPORTERS AND DEALERS IN

GAS FIXTURES, COAL OIL FIXTURES,

DECALCOMANIE,

DIAPHANIE,

Wax Flower Materials,

Bronzes,

Fancy Ornaments,

Glass Dome Shades,

Statuettes, &c., &c.

Churches, private and public buildings fitted
up for gas or coal oil in the most approved man-
ner.

No. 203 North Fifth Street,

ST. LOUIS, MO.

COLTON DENTAL ASSOCIATION.



**TEETH EXTRACTED WITH-
OUT PAIN.** We originated
the use of the NITROUS OXIDE
GAS, and have administered it to over 100,000
patients without a single failure or accident.
We agree to extract Teeth ABSOLUTELY WITH-
OUT PAIN. The GAS is pleasant to breathe and
entirely harmless.

Teeth inserted in the best manner at low rates.
Don't forget the name and number of office,
517 OLIVE STREET, Bet. Fifth and Sixth.

ECLECTIC Educational Series.

WILSON, HINKLE & Co.,
CINCINNATI, OHIO.,

Combining in the highest degree both MERIT and
ECONOMY. This Series has attained a deserved
popularity far greater than any other; having been
wholly, or in part, recommended by successive

State Superintendents of Fourteen States.

McGUFFEY'S

New Eclectic Readers,

The most Natural, Easy, and Progressive Series
published, and already in general use in the State of
Missouri.

McGuffey's and DeWolf's Spellers are rapidly
increasing in popularity.

RAY'S SERIES OF MATHEMATICS is
daily increasing in popularity and circulation. This
Series is in use wholly, or in part, in the schools of
New York City, Philadelphia, Baltimore, Chicago,
Cincinnati, St. Louis, and thousands of other Cities
and Towns.

PINNEO'S GRAMMARS are in almost ex-
clusive use in several States. Pinneo's *Parsing Ex-
ercises* and *False Syntax* meet a want of the school
room long felt by the Practical Teacher.

McGUFFEY'S NEW ECLECTIC PRIMER
and **NEW PRIMARY READER**, in *Leigh's*
Phonotypic Test. A new method of teaching *Primary*
Reading that has been tried with satisfactory results
in the

Public Schools of Boston and St. Louis.

NEW PUBLICATIONS.

HARVEY'S ENGLISH GRAMMAR.

A Practical Grammar for Colleges, Schools and
Private Students.

HARVEY'S ELEMENTARY GRAMMAR.

An elementary work in which both the subject and
the method of teaching it are presented. *Single copy*
for examination, 25 cents.

WHITE'S COMMON SCHOOL REGISTER.

For country sub-district schools. It contains both
a *Daily* and a *Term* Record. *Single copy* by mail, \$1.

WHITE'S GRADED SCHOOL REGISTER.

This Register is adapted for Graded Schools of
Cities and Towns. It contains both a *Daily* and a
Term Record. By mail, \$1.00.

McGUFFEY'S NEW PRIMARY CHARTS— 10 Nos.

They combine the *Object, Word, and Letter Meth-
ods*, and are designed to accompany McGuffey's
Readers. The Ten Numbers, including a large
Alphabet and the *Multiplication Table*, on roller, will
be sent by mail, pre-paid, for \$2.00.

Two New Books of Ray's Series.

I. ELEMENTS OF ASTRONOMY.

Beautifully illustrated and embracing latest dis-
coveries to date of publication. By mail, single
copy, \$2.00.

II. ANALYTIC GEOMETRY.

A more complete and thorough presentation of the
subject than any to which the American Student has
hitherto had access.

SCHUYLER'S LOGIC.

A clear, concise treatise on this subject, for High
Schools and Colleges. *Single copy, by mail, for ex-
amination, 75 cents.*

Teachers and School Officers desiring to make a
change in text books not in satisfactory use in their
schools, are respectfully invited to correspond with the
Publishers.

WILSON, HINKLE & CO.,

Cincinnati, Ohio.

OFFICE DESKS

FOR



LAWYERS,

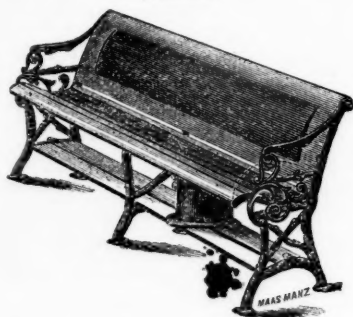
DOCTORS,

MERCHANTS,

And all other Business and Professional Men, and

SEATS

Style B. RUSTIC PATTERN. Plain or Paneled.



STATIONARY BACK.

FOR

CHURCHES,

SCHOOLS,

COURT HOUSES,

LAWNS.

Address,

J. B. MERWIN,

Pres't W. P. and S. F. Co..

708 and 710 Chestnut Street,

ST. LOUIS, MO.

HOMŒOPATHIC
MUTUALLIFE
INSURANCE

COMPANY,

OF

NEW YORK.

CAPITAL STOCK,

\$150,000.

ASSETS, January 1st, 1869,

\$200,963.

This Company, which began business June 15th, 1869, and has already issued over 900 policies, presents the following exceedingly liberal inducements:

- 1st. The lowest rates in use in the United States.
- 2d. Special rates to Homœopaths.
- 3d. It is purely mutual, *all* the profits being divided among the policy holders annually.
- 4th. All its policies are non-forfeiting after one premium has been paid.
- 5th. All whole-life policies are non-forfeiting under the Massachusetts law. The following table will show how long a *policy* is continued in force after payment has ceased:

Age.	1 payt 2 pts.		3 pts.		4 pts.		5 pts.		10 pts.		15 pts.	
	Years	Days	Years	Days	Years	Days	Years	Days	Years	Days	Years	Days
20	256	1	153	2	261	2	341	3	264	7	324	12
30	329	1	300	2	277	3	259	4	246	9	87	11
40	1	49	2	96	3	125	4	123	5	86	2	141
50	1	23	2	9	2	311	3	215	4	85	6	78

6th. Its dividends are payable at the end of the first year.

7th. All its policies are indisputable, except for fraud or material misrepresentation.

For further information apply to

JNO. V. HOGAN,

GENERAL AGENT,

203 NTH THIRD STREET,
SAINT LOUIS.

Agents wanted in every County.

ADAMS, BLACKMER & LYON'S COLUMN.

ADAMS' SYSTEM

— OF —

RECORDS.

WE KEEP constantly on hand, for the use of Teachers, TEACHERS' DAILY REGISTERS, four sizes; SCHOOL TABLETS; CLASS BOOKS; POCKET CLASS BOOKS; SCHOOL LEDGERS; REPORT CARDS and TEACHERS' SCHEDULES.

For school officers, we have—

- School District Records;
- Directors' Order Books;
- School District Blanks;
- Township Treasurers' Blanks;
- Township School Banks;
- County Superint's Books;
- Teachers' Certificates, and all Blanks and Books used by school officers.

Lessons in Elocution,

By ALLEN A. GRIFFITH, A. M.

Seventh Edition—Revised and Improved.

RECOMMENDATIONS:

"I cordially recommend the work to Elocutionists, and to the Teachers and Friends of Public Schools, and predict for it a wide and rapid sale."—*Newton Bateman, Supt. Public Instruction of Illinois.*

"Prof. Griffith has given us an excellent book. He has exhibited the practical principles of the art in such a way that they may be applied with much ease and precision."—*J. M. Gregory, Regent Ill. Industrial University.*

"I cheerfully recommend this work to the Teachers of this State."—*John G. McMynn, late Supt. Pub. Inst. of Wisconsin.*

"I have met with no work upon the subject which seems to me so well calculated to excite the interest and enthusiasm of the students of this beautiful art."—*Wm. F. Phelps, Supt. of Normal School, Minn. Price, \$1.50.*

DR. J. M. GREGORY'S

Map of Time, Hand-Book of History.

AND CENTURY BOOK.

The above works introduce a new era in the study of History. By this original method more history is learned and remembered in three months than is obtained in as many years by the old methods. The works are in successful use in many of our best Normal and High Schools. Send for Circulars and further particulars.

Chase's Writing Speller and Definer.

Three columns on a page. The middle column for rewriting the mis-spelled words. Twenty-four pages. Fifty or seventy-five words may be written on each page. Price, \$1.80 per dozen. Specimen copies sent for 10 cents.

Rolph's Normal System of Penmanship.

Complete in six Books of Twenty-four pages each.

In this series the Reversible Copy Card is kept near the line on which the pupil is writing.

Full directions in bold print, and cuts from actual photographs are given.

A Hight Scale, showing by colors the exact proportions of writing, is a new and valuable feature.

Liberal terms for introduction. Price, \$2.40 per dozen. Specimen numbers sent by mail on receipt of fifteen cents. Address

ADAMS, BLACKMER & LYON,

Chicago Ill., or
W. P. & S. F. CO., St. Louis, Mo.

STANDARD SCHOOL and COLLEGE TEXT-BOOKS, PUBLISHED BY D. APPLETON & COMPANY, NEW YORK.

WE OFFER TO TEACHERS TWO HUNDRED different Text-Books, belonging to every branch of education, prepared by the best talent, experience and scholarship, in the belief that they will be found unsurpassed in their respective departments. Among our popular Text-Books are the following:

Cornell's Geographies.

The Best. The Cheapest. The most Popular.
FIRST STEPS IN GEOGRAPHY.....\$0.45
FIRST PRIMARY GEOGRAPHY.....0.90
NEW INTERMEDIATE GEOGRAPHY.....1.50
NEW GRAMMAR-SCHOOL GEOGRAPHY.....1.75
NEW PHYSICAL GEOGRAPHY (in press).

This series, so well known to American teachers, has been recently revised. The Map Questions have been brought in all cases directly opposite the Map to which they refer, and have been curtailed sufficiently to admit in the intermediate a well-condensed Summary of Physical Geography—and in the Grammar-School very full details of the Physical Geography of our own country, as well as a simple and practicable system of Map-Drawing. The engravings have been executed by our best artists; they, as well as the typography, will speak for themselves. The magnificent Maps are the result of much experiment and labor, to which the publishers point with pride as the most beautiful specimens in this line of art ever offered to the American public. There is scarcely a town or village in this broad land where Cornell's Geographies are not well and favorably known. They have been tested in the Public Schools of New York, Brooklyn, Baltimore, Charleston, Columbus, Detroit, San Francisco, Cleveland, Memphis, and hundreds of the leading cities of the Union, with the most satisfactory results.

In New England their superiority is unquestioned. They are already used in One Hundred Towns in Maine, Eighty-five Towns in New Hampshire, and nearly Two Hundred Towns in Massachusetts. Look at the Counties: Essex county, 13 towns; Middlesex county, 23 towns; Worcester county, 36 towns; Hampshire county, 13 towns; Hampden county, 11 towns; Berkshire county, 14 towns; Norfolk county, 13 towns; Bristol county, 17 towns; Franklin county, 23 towns; Plymouth county, 16 towns; Barnstable county, 13 towns; Dukes and Nantucket counties (all).

Their rapid introduction in large towns and cities is without parallel in the annals of Educational Literature.

Thirty towns in Connecticut, and twenty-three of the thirty-two towns in Rhode Island, have recently adopted this series; and other systems are being superseded by "Cornell" in all directions.

The works are pronounced to surpass all others—

1. In philosophic arrangement.
2. In the gradual progression of their steps.
3. In presenting one thing at a time.
4. In the adaptation of each part to its intended grade of scholarship.
5. In the admirable mode they prescribe for memorizing the contents of a map.
6. In their explanations and directions for describing the natural divisions of the earth.
7. In their judicious selection of facts.
8. In the appropriate and instructive character of their illustrations.
9. In consistency between maps and text.
10. In the introduction into the maps of such places only as are mentioned in the book.
11. In the clear representation of every fact, and the analytical precision with which each branch of the subject is kept distinct.
12. In being at once practical, systematic and complete, philosophical in arrangement, and progressive in development of the subject.

We feel convinced that examination is better than recommendation, and therefore have taken but a few testimonials from thousands of a similar character:

Opinions of those who use Cornell.

"They are far in advance of all competitors."—[Supt. Bulkley, Brooklyn Public Schools.

"Cornell's Intermediate is a perfect text-book. I do not see how any improvement could be made in that volume."—[Supt. Doty, Detroit (Mich.) Public Schools.

"Your Revised Edition of Cornell's Geographies must certainly satisfy all reasonable expectations."—[Rev. Chas. W. Cushing, Principal of Seminary, Abundale, Mass.

"I am glad to find in Cornell a recognition of the changes in boundaries, etc., which recent events have produced, as well as of late explorations and discoveries. The selection of matter is judicious; the text is well condensed, and illustrated with numerous fine engravings, which will prove exceedingly attractive to the learner. The claims of Physical Geography are not overlooked. Teachers, who desire in their selection of text-books to keep pace with the onward spirit of the age, will do well to examine the same."—[E. Danforth, Deputy Supt. of Schools, State of New York.

A Pamphlet setting forth the distinctive features of this unequalled series, and the strongest kind of endorsements, will be mailed, post-paid, to any one applying for it.

MATHEMATICAL SERIES. QUACKENBOS' ARITHMETICS.

PRIMARY ARITHMETIC.....\$0.30
MENTAL ARITHMETIC.....0.45
ELEMENTARY ARITHMETIC.....0.50
PRACTICAL ARITHMETIC.....1.00
KEY TO PRACTICAL (for teachers' use)
HIGHER ARITHMETIC (in press).

Although but a short time before the American public, these Arithmetics have met with most gratifying success. They are in exclusive use in a number of the public schools of the country, among which we may mention Brooklyn, Jersey City, Syracuse and Albany. They have also been officially adopted by the common schools of New York. The following points of excellence are claimed for this universally popular series: 1st. Full discussions of many important subjects omitted by other authors. 2d. That they are up to the times, exhibiting the commercial usages of the day. 3d. They are superior to all other arithmetics in the exactness and clearness of their definitions, rules, explanations and analysis. 4th. In the attention given to the business matters of life, such as Book-keeping, Insurance, Taxes, Securities, etc. These are omitted by some authors, and only glanced at by others.

See the following distinguished opinions:

"They have a more practical bearing than any other works on the subject, being in every respect up to the times, treating the important branches of Mercantile Arithmetic in the most exhaustive manner, and giving the pupil a preparation for the business of life which we have elsewhere sought in vain. They meet our wants so entirely, that we should be very reluctant to change them for any other series."—[J. W. Bulkley, Supt. Schools in the City of Brooklyn.

"Your Practical Arithmetic is the best published."—[Prof. Cathright, Summerville, Miss.

"I prefer your Arithmetic to all others."—[Prof. Hunter, Athens, Ga.

"The best I have ever seen."—[Dr. Reaker, Unionville, S. C.

"I never saw the equal of your Practical."—[Professor Todd, Edgartown, Mass.

"They are an improvement on all other works."—[Prof. Noetting, Waynesboro, Pa.

"They seem to have no defects."—[Prof. Brunner, Hiaswasse College, Tenn.

To these might be added certificates equally as satisfactory from hundreds of practical teachers in every State in the country. We prefer to submit our books, however, to personal examination. We desire that they be passed through an unrelenting criticism. Then will their excellence appear.

ENGLISH GRAMMAR AND COMPOSITION.

By G. P. Quackenbos, LL. D.

QUACKENBOS' PRIMARY GRAMMAR.....\$0.50
ENGLISH GRAMMAR.....1.00
FIRST LESSONS IN COMPOSITION.....0.90
COURSE OF COMPOSITION AND RHETORIC.....1.75

Quackenbos's Grammars have met with most flattering success. They give general satisfaction. The First Book (or Primary) awakens the interest of the child, teaching him to think and to understand, and giving a direct practical application to every abstract principle.

Quackenbos's English Grammar is one of his most successful productions. Every teacher knows how much is gained by a judicious arrangement of topics, an inductive advance from what is known to what is unknown. This is Mr. Quackenbos's great forte—as exhibited in all his school-books, and particularly in this Grammar. For instance he approaches definitions by means of preliminary illustrations, which make their abstract language intelligible while it is in process of learning. So, instead of reserving the Rules of Syntax, he introduces them as they are needed, in connection with etymological parsing.

Quackenbos's Composition and his Composition and Rhetoric are known to every teacher, and, at this late day, need no further advertisement. They have no successful competitor in the American market. The following well-known teachers, among others, pronounce the Grammars the best now before the public:

Prof. Clifford, Northern Indiana College.
P. H. Hutchinson, Supt. Schools, Weston, Vt.
Erastus Everett, late Pres. Coll. of New Orleans.
Geo. S. Kellenberger, Prin. of Schools, Alton, Ill.
H. A. Dearborn, A. M., Prin. Clinton Liberal Ins. T. Kessler, Prin. High School, Allentown, Penn.
G. O. Hopkins, Prin. Acad., S. Woodstock, Conn.
Rev. G. R. Moore, Pres. Fam. Coll., Lyons, Iowa.
W. R. Pugh, Prin. Union Schools, New Phil. O.
Rev. James Gilmour, Prin. Ballston Spa Acad.

The Rhetoric and First Lessons in Composition have almost entirely superseded every other on the same subject, and are confessedly the most thorough and practical. By the last Regents' Report it appears that 113 Academies of the State of New York use Quackenbos's Rhetoric, while only 38 use all other text-books on the subject put together.

HISTORY.

QUACKENBOS'S ELEMENTARY HISTORY OF THE UNITED STATES.....\$0.75
QUACKENBOS'S SCHOOL HISTORY OF THE UNITED STATES.....2.00

In Quackenbos's Elementary History the wants of Primary Schools have been consulted. A perspicuous style, a natural arrangement, and short sentences embodying a single fact, will be found the chief characteristics of the work. Truthful anecdotes are interspersed throughout. To please the eye of the young, as well as awaken thought, numerous engravings, executed in the finest style of the art, have been introduced. A number of new and beautiful maps have been added, and the whole has been brought down to the summer of 1868.

The advantage claimed for the School History, over others of the same class, is the interest with which the subject is invested. The student turns to his history lesson in this volume as a recreation rather than a task. The style, clear and simple, yet dignified, forcible, and often eloquent, inspires the learner with a love of the subject and a taste for historical reading in general.

These Histories commend themselves to the people of the whole country. They are eminently fair on all questions of religion and politics; eschewing all prejudices, they carefully avoid any attempt to bias the young.

They are everywhere used, and everywhere commended. They are the text-books officially adopted and in use by the States of California, Missouri, and West Virginia, the cities of Baltimore, Cleveland, New Orleans, Lexington, St. Paul, Syracuse, etc. Hosts of recommendations published in our Circular.

Teachers will consult their interest and that of their pupils by examining these works.

SCIENTIFIC WORKS.

QUACKENBOS'S NATURAL PHILOSOPHY.....\$2.00
YOUMAN'S CHEMISTRY.....2.00
HUXLEY AND YOUMAN'S PHYSIOLOGY.....2.00

Quackenbos's Natural Philosophy has uniformly been pronounced the book on Physical Science by those who have used it. We are very solicitous of securing a careful comparison of it with the best works now published.

Youman's Chemistry has passed through fifty editions. It has been re-written, and is now really a new work. It is up to date. It is not encumbered by technicalities. Its statements are clear, compact and forcible.

Huxley and Youman's Physiology is an original work, not compiled from other authorities, but an authority in itself. Of this treatise the celebrated Professor, Dr. Flint, says: "In matter and style, I think it excellent; by far the best work of the kind I have ever seen." This work is destined to be the standard in all institutions of a high grade. For further testimony, we refer to our Descriptive Catalogue and Circulars, which we think contain convincing proofs of their superiority.

LATIN AND GREEK.

Harkness' Introductory Latin Book.....\$1.25
Elements of Latin Grammar.....1.25
Latin Grammar.....1.75
Latin Reader.....1.50
Introduction to Latin Prose.....1.50
First Greek Book.....1.75

This series has received the unqualified commendation of many of the most eminent classical professors and teachers in our country, and is already in use in every State of the Union, and indeed in nearly all our leading classical institutions of every grade, both of school and college. Each volume, as it has issued from the press, has been received with a degree of enthusiasm unsurpassed in our experience with text-books. The publication of the series marks, it is believed, an era in the classical education of our country. They are rapidly displacing all others in the best schools and colleges in this country, and teachers and school officers are earnestly urged to examine them critically before adopting a series for their institutions. We feel convinced they furnish a better course of elementary classical instruction than can elsewhere be found in our language.

A few Distinguished Opinions.

"The best Latin Grammar I have seen."—[Prof. Waddell, University of Georgia.

"His books have no equal in this country."—[Rev. B. Sears, D. D., L. L. D., Brown University.

"The best text-books known to us."—[Professor Goodhue, Harvard College, Ala.

"I use Harkness' text-books because they are the best."—[Prof. Dunklin, East Alabama College.

"Harkness' First Greek is unusually attractive."—[President S. H. Taylor, L. L. D., Andover, Mass.

"It exhibits throughout the results of thorough scholarship."—[Prof. Packard, Bowdoin College.

These are selected from over one thousand similar recommendations.

Specimen copies of any of the above works will be mailed, post-paid, to teachers and school officers on receipt of one-half the retail price. Address

D. APPLETON & CO., Publishers,

Nos. 90, 92 and 94 Grand street, N. Y.

Or P. B. HULSE, Agent, 29 Washington street, Chicago, Ills.